



## Teacher's Perceptions Of The Implementation Of The Pancasila Student Profile In The Kurikulum Merdeka

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**Abstract:** The Pancasila Student Profile is the vision and mission of the Ministry of Education and Culture Number 22 of 2020 as the embodiment of lifelong students who have global competence and act in accordance with the values contained in Pancasila. This research aims to determine the level of student perception of the Pancasila Student Profile in the independent curriculum. The subjects of this research were 20 elementary school teachers who had implemented the Kurikulum Merdeka in Warudoyong District, Sukabumi City. The data analysis technique uses descriptive statistics, while the data collection technique uses questionnaires and interviews. The results of the research show that the level of perception of elementary school teachers who have implemented an Kurikulum Merdeka for 2 years gave a positive response.

**Abstrak:** Profil Pelajar Pancasila merupakan visi dan misi Kementerian Pendidikan dan Kebudayaan Nomor 22 Tahun 2020 sebagai perwujudan peserta didik sepanjang hayat yang memiliki kompetensi global dan bertindak sesuai dengan nilai-nilai yang terkandung dalam Pancasila. Penelitian ini bertujuan untuk mengetahui tingkat persepsi siswa terhadap Profil Siswa Pancasila dalam kurikulum merdeka. Subjek penelitian ini adalah 20 orang guru Sekolah Dasar yang telah mengimplementasikan Kurikulum Merdeka di Kecamatan Warudoyong Kota Sukabumi. Teknik analisis data menggunakan statistik deskriptif, sedangkan teknik pengumpulan data menggunakan angket dan wawancara. Hasil penelitian menunjukkan bahwa tingkat persepsi guru Sekolah Dasar yang telah mengimplementasikan Kurikulum Merdeka selama 2 tahun memberikan respon positif.

### ARTICLE HISTORY

Received July, 02, 2024

Revised Sept, 25, 2024

Accepted Oct, 30, 2024

*Keywords : Profil  
Pelajar pancasila,  
Persepsi, Guru*

*Kata Kunci:  
Pancasila Student  
Profile,  
Perceptions,  
teacher.*

## INTRODUCTION

In the current era of globalization, quality education is a necessity. Various competencies in all aspects are the basic capital for realizing quality education. In 2020, the Ministry of Education and Culture issued the "Freedom of Learning" policy, which frees educational units to encourage students to innovate and think creatively. This concept was then accepted as the vision and mission for the future of Indonesian Education to produce high quality human beings who are able to compete in various fields of life (Patilima, 2022).

The Pancasila student profile is an effort to make the vision and goals of education in Indonesia easier to understand by all education stakeholders. The Pancasila Student Profile was prepared to help Indonesian teachers and students. All lessons, programs and educational activities combined aim to fulfil the Pancasila Student profile with six dimensions that students must possess. The Pancasila student profile is the character and abilities that are built in students' daily lives. This is brought to life in every student through school culture, intracurricular, co-curricular and extracurricular (RAHAYUNINGSIH, 2022).

The teacher's ability to implement the Kurikulum Merdeka is a benchmark for the success of implementing the current Kurikulum Merdeka (Anwar, 2021). In the world of education, the curriculum is a reference or benchmark when carrying out a learning process, namely in accordance with educational goals (Amelia et al., 2022). Teachers are responsible for realizing everything taught in the independent curriculum. Teachers are seen as facilitators in the learning process and have an important role in strengthening existing national character values or even restoring these values (Santika, 2022). The Merdeka Curriculum is the current curriculum that emphasizes the Pancasila Student Profile as a long-term outcome. The Pancasila Student Profile is a lifelong person who has identity and love for the country as an Indonesian Student, is confident and collaborates to take a role in tackling global warming (Irawati et al., 2022). There are 6 dimensions of the Pancasila Student Profile, namely 1). Have faith and devotion to God who is Almighty and has noble morals, 2). Global Diversity, 3). Mutual Cooperation, 4). Independent, 5) Critical Reasoning, 6). Creative. (Sufyadi et al., 2021).

The phenomenon that has occurred recently in the world of education is a crisis of character, a decline in the sense of caring as a social being, a crisis in the cultural, legal and even socio-religious domains. Apart from that, the erosion of Pancasila values in society can cause a decline or decline in morals in society and the nation, especially in the Gen Z generation (Nurasiah et al., 2022).

The successful implementation of the Pancasila Student Profile in the Kurikulum Merdeka can create Indonesian students to participate in sustainable global development and be resilient in facing various challenges (Sufyadi et al., 2021). For elementary school teachers, implementing the Pancasila Student Profile is very important because students currently live in an era of digitalization and students' character values have decreased significantly (Sulastris et al., 2022). Furthermore, the implementation of the Pancasila Student Profile only focuses on 2 things, namely intracurricular and co-curricular learning activities, namely the project to strengthen the Pancasila student profile, according to research results (Irawati et al., 2022). The strategy for developing the profile of Pancasila students is carried out through integration into formal education activities through intracurricular, co-curricular and extracurricular activities which are packaged in project activities to strengthen the profile of Pancasila students. Through the implementation of the Pancasila student profile policy, it is hoped that it will be able to build a superior Indonesian national character that is able to compete globally.

Misconceptions and understanding of school residents in implementing the Pancasila student profile are limited to project-based learning activities. Based on research results (Safitri et al., 2022) shows that the Kurikulum Merdekais the most optimal curriculum in developing the character of students through developing the Pancasila student profile. In previous research, research results showed that the level of understanding of elementary school teachers in Bandung district regarding the concepts of the independent learning program, one of which was the Pancasila student profile and its implementation, was still relatively low (Silaswati, 2022). Furthermore, the research results show that there are internal factors that support the formation of the Pancasila Student Profile at Deresan State Elementary School.

One of these internal factors is the Civics subject and the habit of shaking hands, which is the initial option for forming a Pancasila Student Profile. Internal inhibiting factors include teachers' lack of ability to understand the Pancasila Student Profile and teachers' lack of independence to learn independently through the Merdeka Mengajar (PMM) Platform that has been provided. External inhibiting factors include a lack of socialization and special technical guidance regarding the formation of the Pancasila Student Profile, a lack of available

modules, and pandemic conditions which make the independent learning process difficult (Sutiyo, 2022).

The main objective of the Pancasila Student Profile is to maintain the nation's noble values and ethics, prepare students to become world citizens, create social justice, and achieve the competencies needed in the digital era. Based on the opinion above, it is clear that the implementation of the Pancasila Student Profile is very important. However, there are still obstacles in implementing it in elementary schools. This research is important to carry out to determine teachers' perceptions of the implementation of the Pancasila Student Profile in schools, so that they can produce a quality Pancasila Student Profile.

## RESEARCH METHODS

This research is a type of qualitative research that uses a descriptive quantitative approach. This approach uses a number of variables to describe population characteristics regarding social conditions (Sinambela 2014). This research was conducted at the Warudoyong District Elementary School, Sukabumi City, with 20 elementary school teachers implementing the Independent Curriculum. The data collection methods in this research are observation and interviews. This research is a type of descriptive qualitative research. The aim of this research is to clarify teachers' understanding of the implementation of the Pancasila student profile in elementary schools. This study was conducted in February-March 2024. The teachers who participated in this research were able to participate without any problems. Only in this research, data obtained from observations, questionnaires and interviews were used. Information obtained from observations and interviews does not influence further research.

Data reduction, reporting, and description/application are the stages of data analysis in this research. At the data reduction stage, the researcher differentiates what the research should do and what should be eliminated in order to concentrate on the findings. Researchers used questionnaires and interviews to collect data about teachers' understanding of the implementation of the Pancasila Student Profile. Then, the data is copied. Data that had nothing to do with the research question was deleted. After the data was collected and reduced, the researcher presented the data in the form of a description. Researchers will present information in the form of short sentences. This step is carried out by presenting a set of data and drawing conclusions. This step is taken because the data obtained during qualitative research is often complex, so it must be easy so as not to reduce the meaning contained in it. At the validation stage, the researcher concluded. The conclusion explains the information obtained.

## RESULTS AND DISCUSSION

Based on the results of data collection conducted by researchers on teachers throughout Warudoyong District, Sukabumi City through questionnaires, the following results were obtained:

Table 1. Results of research data on the implementation of the Pancasila Student Profile indicator

No	Indicator	Sub Indicator	Indicator Percentage	Percentage Sub Indicator
1	School Internal Potential (Adapted from the Character Assessment Guide by the PPK Team of the Ministry of	Identify potential cultural assets (for example: clean culture, mutual cooperation, religion, and the like) of the school.	87 %	18,20%
2		The uniqueness of the school can be an asset for implementing the Pancasila Student Profile		20,80%

No	Indicator	Sub Indicator	Indicator Percentage	Percentage Sub Indicator
3	Education and Culture, 2017)	Potential human resources in schools (principals, teachers, staff education, students).		30%
4		Identify potential sources of funding in schools.		30,80%
5		Identify potential infrastructure facilities in the school.		30,8%
6		Identify, existing character education programs school.		60,80%
7	School External			
8	Potential School culture (Adapted from P3 Guide)	Identify the potential of the socio-cultural environment (mutual cooperation, religion, art, agriculture, etc.)	75,74%	20%
9	School culture (Adapted from P3 Guide)	A conducive school climate determines the success of the learning process needs to be built to support the implementation of the Pancasila Student Profile in educational units	76,22%	21,50%
10		Positive interaction patterns between students and students, students and teachers, supporting facilities and atmosphere learning interactions		30,40%
Average			79,66	32,40

The results of interviews with elementary school teachers who implemented the Pancasila Student Profile in Warudoyong District, Sukabumi City, said that not all

The school implements the Pancasila Student Profile in accordance with the School's Internal and External Potential. Of the 20 teachers, there are 12 teachers who have implemented the Pancasila student profile in accordance with the school's internal and external conditions. 8 teachers stated that these teachers had not received materials or workshops on implementing the Pancasila student profile in accordance with the guidelines issued by the Ministry of Education, Culture, Research and Technology. A person's perception of something is influenced by a person's cultural background and personal qualities (Irawati and Santaria 2020). Based on the cultural and social background, the research subjects, namely elementary school teachers in Warudoyong District, who generally have used the independent curriculum, said that the Kurikulum Merdeka system in implementing the Pancasila Student Profile in schools is good, but the implementation varies between schools so that many things happen. misconception.

So the perception is that the implementation of the Pancasila Student Profile only focuses on the learning process and has not fully implemented the stages or steps of P5 (Strengthening the Pancasila Student Profile Project). If the perception is seen from the quality and competence of teachers, then the perception of the implementation of the Pancasila Student Profile is positive. Based on the results of interviews that have been conducted, teachers are able to shape students' personalities according to the 6 Dimensions of the Pancasila Student Profile. The existence of freedom of learning and the implementation

of the Pancasila Student Profile is very relevant to student needs and the demands of 21st century education (Daga, 2021)

Furthermore, based on table 1 above, it can be seen that the majority of teachers' perceptions of the school's internal potential in implementing the Pancasila Student Profile are positive at 87%. This perception of teachers having a positive response can be due to the fact that each teacher has been able to identify the potential of school culture, facilities and infrastructure as well as human resources which are the school's main capital in implementing the independent curriculum. For the average, the total indicator corresponds to obtaining 79.66% and sub-indicators 32.40%. In the indicator percentage, the indicator that gets the lowest percentage is the indicator *School Internal Potential* with a percentage of 76.22%, while the highest percentage lies in the indicators *School External Potential* 87%. The lowest percentage of indicators, namely *School Internal Potential*. This could be due to habits that can hinder the culture of open thinking in implementing the independent curriculum. In order to realize the profile of Pancasila students in educational units, an ideal educational unit ecosystem is needed. The educational unit ecosystem needs to pay attention to the culture of the educational unit in relation to the educational unit climate, policies, patterns of interaction and communication, as well as the norms that apply in the educational unit. The main focus in the world of education is strengthening character education, which must be strengthened and become a culture, especially in elementary schools (Kinanti & Kencana, 2021). (Rachmawati et al., 2022) stated that strengthening the profile of Pancasila students is one of the efforts to improve the quality of education in Indonesia, which can shape character. According to (Safitri et al., 2022), the application of the Pancasila student profile can be developed holistically and contextually and in accordance with the culture of the educational unit, issues and conditions of the surrounding environment. The future and progress of students does not only depend on the intelligence possessed by the younger generation, but must also be balanced with good character. In the independent curriculum, character education is implemented through the Pancasila student profile. The Pancasila Student Profile is character traits and competencies that students are expected to achieve, which are based on the noble values of Pancasila. The Pancasila Student Profile is built in everyday life and is brought to life in every student through the culture of the educational unit, intracurricular, co-curricular and extracurricular learning (Permendikbud, 2020)

The lowest sub-indicator percentage with a percentage of 18.20% with sub-indicators *School Internal Potential*. This can happen because teachers' perceptions regarding the identification of potential cultural assets such as clean culture, mutual cooperation, religious attitudes, and the like are still not positive and do not directly provide optimal quality in implementing the Pancasila student profile. This is also confirmed in the identification of the potential for a simpler socio-cultural environment. The highest percentage of sub-indicators with a percentage of 60.80% with the sub-indicator Identification of existing character education programs in schools. This is because teachers' perceptions regarding character education have long been implemented in the 2013 curriculum, and have been clarified into the Pancasila student profile in the independent curriculum, reaping positive responses. The research results (Ariah and Widyasari 2020) show that the implementation of school culture programs makes a good contribution to the development of student character. The results of this research mean that school culture programs need to be implemented as part of a way to strengthen student character. Strengthening character education through the Pancasila student profile for teachers in elementary schools is very important because children currently live in an era of digitalization and even if we look at conditions in the field, there is increasingly a decline in students' character values. For a teacher, instilling character education in students is something that will provide its own challenges. Teachers must truly understand that character education is a key factor in achieving success in Indonesian education in the future (Karmedi et al., 2021). So that students' character is able to develop well in accordance with Pancasila values, strengthening character education through Pancasila student profiles for teachers in workshop activities is one thing that can be done. This is very important to do so that teachers can design learning based on Pancasila student profile projects for students so that teachers are able to plan projects, facilitate, mentor, resource, supervise, consult and

moderate (Samekto, 2021). Because in reality in the field there are still many teachers who are constant with the work they do, teachers do not show any form of change in teaching patterns and also do not show extraordinary achievements (Azmi & Gistituati, 2020).

The main thing that a teacher wants to achieve is how their students can apply the character education that they have given to their students, (Nugraha et al., 2021). This is in line with the aim of national education, namely that education can form the national identity of the Indonesian nation in accordance with the values that exist and grow in this country of Indonesia. (Istianah et al., 2021) said that Pancasila is a source of character education for Indonesian life. The Pancasila Student Profile is based on the vision and mission developed by the Ministry of Education and Culture in its Strategic Plan, which explains "Pancasila Students are the embodiment of Indonesian students as lifelong learners who have global competence and behave in accordance with Pancasila values, with six main characteristics, namely: faith in God is Almighty and has noble character, global diversity, mutual cooperation, independence, critical reasoning and creativity. There are 6 indicators that form the basis of this Pancasila Student Profile (Samekto, 2021).

From the description above, it can be concluded that the total average of respondents can be categorized as the perception of teachers in Warudoyong District, Sukabumi City as positive regarding the implementation of the Pancasila student profile. The results of this research reveal that teachers agree that the Pancasila student profile is used as an effort to make students have the 6 dimensions of P3, namely: faith in God Almighty and noble character, global diversity, mutual cooperation, independence, critical reasoning and creativity. Teachers still have difficulty in identifying *School External Potential* due to habits that can hinder the culture of open thinking in implementing the independent curriculum. Teachers' perceptions regarding the implementation of the Pancasila Student Profile in the independent curriculum. It is very important for elementary school teachers to understand how to improve character education through the Pancasila student profile. This is because students live in the digital era and, as can be seen in the field, students' character values are decreasing. Instilling character education through the Pancasila student profile in students is something that will be a challenge in itself for a teacher. Teachers must realize that character education through the Pancasila student profile is very important for the success of Indonesian education in the future.

## CONCLUSION

This research concludes about teachers' perceptions of the implementation of the Pancasila Student Profile in the Independent Curriculum. Research conducted on 20 elementary school teachers in Warudoyong, Sukabumi showed that teachers had a positive perception of the implementation of the Independent Curriculum. This research is very important to produce a quality Pancasila Student Profile. The research methodology used is descriptive qualitative with a quantitative approach, data collection through observation, questionnaires and interviews. Data analysis steps include data reduction, reporting, and description/application

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