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### Pancasila Student Profile Strengthening Project in Merdeka Berubah Category Junior High Schools Level at Sragen Regency in 2023

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#### Abstract

This study aims to determine the selection of the Pancasila Student Profile Strengthening Project, especially at the junior high school level in Sragen Regency in 2023. The data source is from the Googleform questionnaire which was distributed to selected junior high schools. While the analysis uses a statistical approach. The research subjects were junior high schools that were included in Merdeka Berubah (the Freedom to Change category) in Sragen Regency. Sragen Regency has 11 junior high schools that choose the Freedom to Change category. In implementing Kurikulum Merdeka (the Merdeka Curriculum), the Project to Strengthen the Pancasila Student Profile is a distinguishing feature compared to the implementation of the 2013 curriculum and other curricula. Pancasila Student Profile Strengthening Project, there are dimensions, themes,

and time allocations for Pancasila Student Profile Strengthening Project that each junior high school can choose from each year. The election can be different between SMP in Sragen Regency. The focus of this research lies in the distribution of themes chosen by the junior high schools as samples. Based on existing research, it was found that the SMP as the sample had a number of interesting things. There are a number of similarities and differences from each SMP in taking the theme and also determining the timing of the Pancasila Student Profile Strengthening Project. Based on that, it is hoped that this research can become a means for schools to exchange information, ideas and experiences in optimizing the Pancasila Student Profile Strengthening Project in their respective junior high schools.

**Keywords:** Pancasila Student Profile Strengthening Project, Sragen, Merdeka Curriculum, Merdeka Berubah

#### 1. Introduction

The curriculum has a position in the success of student learning in Indonesia. Education as a milestone in educating the nation's life requires a design called the educational curriculum. Some experts state that the heart of education lies in the curriculum. Both the process and the results of education are heavily influenced by the educational curriculum (Anisa Dwi Makrufi, 2022: 35).

Indonesia has experienced several curriculum developments. The current curriculum is the Merdeka Curriculum. The Merdeka Curriculum is the development and implementation of an emergency curriculum that was launched in response to the impact of the Covid19 pandemic. This curriculum is expected to provide the widest possible space for students to be creative and improve themselves. In addition, it can also develop a new paradigm, namely respecting the achievements of each student in the learning process (Anisa Dwi Makrufi, 2022: 36).

The Merdeka Curriculum was initiated by the Ministry of Education, Culture, Research and Technology led by Nadiem Makarim. At first Nadiem Makarim officially launched a new name for the prototype curriculum which was later named the Merdeka Curriculum (Restu Rahayu *et al*, 2022). The concept of independent learning was motivated by Minister Nadiem Makarim who wanted to realize education that made children happy and the desire to create human resources with character and good character in education from elementary to high levels. Merdeka Learning is present as an effort to encourage the creation of independent learning to require the implementation of education based on the principles of freedom, independence and equality that can lead humans to a better life (Sopacua and Fadli, 2022: 4).

Learning in the Merdeka Curriculum creates conditions for students to learn. The experience given to students should be contextual, that is, in accordance with the setting in which the learning process occurs and takes place naturally and the students themselves experience it. In implementing the Merdeka Curriculum, students are required to create or carry out a project. With these project activities, students can develop their skills and potential through various fields. This project activity on the Merdeka Curriculum is called the Pancasila Student Profile Strengthening Project. The Pancasila Student Profile

Strengthening Project is designed for students with what kind of profile (competence) the Indonesian education system wants to produce. The Project to Strengthen the Pancasila Student Profile is the most differentiator compared to the previous curriculum that was in force in Indonesia.

Minister of Education and Culture Regulation No 22 of 2020 explains the term Pancasila Student Profile. The vision of Indonesian Education is to realize an advanced Indonesia that is sovereign, independent and has personality through the creation of Pancasila students who are critical, creative, independent, faithful, pious to God Almighty, and have noble character, work together and have a global culture. The Pancasila Student Profile is the embodiment of Indonesian students as lifelong students who have global competence and behave in accordance with Pancasila values, with six main characteristics, namely: faith, fear of God Almighty and noble character, global diversity, mutual cooperation, independence, critical thinking and creative (Rahayuningsih, 2021: 178).

In this context, the Pancasila student profile has a competency formula that complements the focus on achieving Graduate Competency Standards at every school level in terms of cultivating character in accordance with Pancasila values. The competence of the Pancasila student profile pays attention to internal factors related to self, ideology and aspirations of the Indonesian nation, as well as external factors related to the context of life and challenges of the Indonesian nation in the 21st Century which is currently facing the industrial revolution 4.0 (Standards Body, Curriculum, and Educational Assessment, 2022: 1).

The Pancasila Student Profile is one of the efforts to improve the quality of education in Indonesia which emphasizes character building. Strengthening Pancasila student profiles focuses on cultivating character as well as abilities in daily life instilled in individual students through school culture, intra-curricular and extra-curricular learning, the Project to Strengthen Pancasila Student Profiles as well as Work Culture (Rahayuningsih, 2022).

The Pancasila Student Character is described in the Pancasila Student Profile which consists of six dimensions with the elements contained therein. These dimensions and elements are:

1. The dimensions of faith, piety to God Almighty, and noble character with the key elements are religious morality, personal morality, morality towards humans, morality towards nature, character of the state.
2. The global diversity dimension with key elements is knowing and appreciating culture, intercultural communication and interaction, reflection on and responsibility for the experience of diversity, social justice.
3. The dimensions of mutual cooperation with the key elements are collaboration, caring, sharing.
4. The Independent Dimension with key elements, namely self-understanding and the situation at hand, self-regulation.
5. The critical dimension with key elements is obtaining and processing information and ideas, analyzing and evaluating reasoning, reflecting and evaluating one's own thoughts.
6. The Creative Dimension with key elements is generating original ideas, producing original works and actions, having the flexibility of thinking in finding alternative solutions to problems.

These dimensions show that the Pancasila Student Profile does not only focus on cognitive abilities, but also attitudes and behavior according to identity as an Indonesian nation as well as world citizens of the Educational Standards, Curriculum and Assessment Agency. (2022b:3).

The Ministry of Education and Culture determines the theme for each project implemented in an education unit that can change every year. There are seven themes developed based on priority issues, viz Sustainable Lifestyle, Local Wisdom, Unity in Diversity, Build Your Body and Spirit, Voice of Democracy, Engineering and Technology to Build the Unitary State of the Republic of Indonesia and Entrepreneurship.

Of the six themes, four themes can be applied to the SD, SMP and SMA/SMK levels. The four themes are Sustainable Lifestyle, Local Wisdom, Engineering and Technology to Build the Unitary State of the Republic of Indonesia and Entrepreneurship. While the other two themes are Waking up the Body and Spirit and the new Voice of Democracy at the junior high and high school/vocational school levels. In other words, the SMP level can apply all the themes in the Pancasila Student Profile Strengthening Project.

The Center for Assessment and Learning of the Agency for Research and Development and Bookkeeping (2021: 17) divides the Kurmer Structure into several phases. The division into several phases follows the developmental stages of students. This phase, namely the Preschool and Kindergarten period, consists of one phase, namely the Foundation Phase. Then the SD/MI curriculum structure consists of three phases, namely Phase A for grades 1 and grade 2 ; Phase B for class 3 and class 4 ; And Phase C for grade 5 and grade 6. While the structure of the SMP/MTs curriculum is the same as that of Preschool and Kindergarten which only consists of 1 phase, namely Phase D which is conducted in grades 7, grade 8, and grade 9. Finally, the high school curriculum structure consists of 2 (two) phases namely Phase E for class 10 ; And Phase F for grades 11 and grade 12 (Assessment and Learning Center for Research and Development and Bookkeeping, 2021: 9).

The curriculum structure in primary and secondary education, including SMP/MTs, is divided into 2 (two) main activities, namely: Intracurricular Learning; And Pancasila Student Profile Strengthening Project. Intracurricular learning activities for each subject refer to learning outcomes. Meanwhile, the Project for Strengthening the Pancasila Student Profile is allocated around 25% (twenty five percent) of the total hour per year. The implementation of the Pancasila Student Profile Strengthening Project was carried out without being rigid, in terms of content and implementation time.

In terms of content, the profile project must refer to the achievement of the Pancasila student profile according to the student's phase, and does not have to be linked to the learning achievement of the subject. The time allocation can be carried out by adding up the allocated project hours for all subjects and the total amount of time for each project does not have to be the same (Kepmendikbudristek No. 56/M/2022). Allocation of project hours per year based on education level, i.e., SD Class IV totaling 252-hour, SD Class VI totaling 224-hour, Junior High School Class VII-VIII totaling 360-hour, Junior High School Class IX totaling 320 hour, SMA Class X totaling 486 hour, SMA Class XI totaling 216 hour and SMA Class XII totaling 192 hour.

**Table 1:** Allocation of time for Kurmer subjects at the SMP/MTs level (Assuming 1 learning year which is estimated to consist of 36 weeks and 1 Lesson Hour consists of 40 minutes.)

Subject	Allocation of Intracurriculars Annually (Week)		Allocation of Pancasila Student Profile Strengthening Project		Sum of Year		Information
	Class 7 - 8	9th grade	Class 7 - 8	9th grade	Class 7 - 8	9th grade	
Islamic / Christian / Catholic / Buddhist / Hindu / Confucian and Moral Education	72 (2)	64 (2)	36	32	108	96	Followed by students according to their respective religions
Pancasila Education	72 (2)	64 (2)	36	32	108	96	
Indonesian Language	180 (5)	160 (5)	36	32	216	192	
Mathematics	144 (4)	128 (4)	36	32	180	160	
Natural Education	144 (4)	128 (4)	36	32	180	160	
Social Education	108 (3)	96 (3)	36	32	144	128	
English Language	108 (3)	96 (3)	36	32	144	128	
Sports physical Education and health	72 (2)	64 (2)	36	32	108	96	
Informatics	72 (2)	64 (2)	36	32	108	96	
Art and Craft subjects 1. Arts: Music, Fine Arts, Theatre, Dance; 2. Crafts: Cultivation, Crafts, Engineering, or Processing	72 (2)	64 (2)	36	32	108	96	The education unit provides at least 1 (one) type of art and/or craft. Students choose 1 (one) type of art or craft
Local content	72 (2) ***	928 (29)	-	320	72	1248	(A maximum of 2 (two) HOUR per week or 72 (seventy-two) HOUR per year
Total I	1044 (29)	64 (2)	360	32	1404	96	Total HOUR does not include Local Content subjects and/or additional subjects organized by educational units

## 2. Research methods

The type of research used in this research is descriptive qualitative research with a single embedded case study approach. A case study is a series of scientific activities carried out intensively, in detail and in depth about a program, event and activity, both at the level of an individual, group of people, institution or organization to gain in-depth knowledge about the event. Rahardjo, M. (2017: 3) [9].

Selection of sources using purposive sampling technique. This technique is a non-random sampling method in which the researcher ensures the citation of illustrations through the method of determining special identities that match the research objectives so that they are expected to be able to respond to research cases (Lenaini, I., 2021: 34) [8]. SMPs who were resource persons were Miri One Roof 3 Public Junior High School, SMP Al Qolam Muhammadiyah Gemolong, SMP Negeri 1 Sragen, SMP Negeri 5 Sragen

and SMP Negeri 1 Gemolong.

Data collection in this study was obtained through a questionnaire. According to Sugiyono (2017: 142) [12] a questionnaire or questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer.

## 3. Research result

In the 2022-2023 academic year, several schools at the junior high school level in Sragen Regency are implementing the Merdeka Curriculum. SMPs that apply the Merdeka Curriculum are divided into two groups. The first is the SMP group that became Forward School (Penggerak School), which consists of twelve junior high schools. The second is the SMP group that implements the Merdeka Curriculum with the Merdeka Berubah category, totaling eleven SMP. The grouping can be seen as follows.

**Table 2:** Penggerak School for Junior High Schools in Sragen in the 2022-2023 Academic Year

S. No	School name	Status	Subdistrict	Batch
1	SMP Negeri 1 Miri	Public	Miri	Batch 1
2	SMP Negeri 1 Sidoharjo	Public	Sidoharjo	Batch 1
3	SMP Negeri 1 Tangen	Public	Tangent	Batch 1
4	SMP Negeri 2 Gemolong	Public	howling	Batch 1
5	SMP Negeri 2 Sumberlawan	Public	Sumberlawan	Batch 1
6	SMP Negeri 1 Mondokan	Public	Mondokan	Batch 2
7	SMP Negeri 1 Sambirejo	Public	Sambirejo	Batch 2
8	SMP Negeri 3 Gemolong	Public	howling	Batch 2
9	SMP Muhammadiyah 11 Kedawung	Private	Kedawung	Batch 1
10	Darul Ihsan Muhammadiyah SMP	Private	Sragen	Batch 2
11	SMP IT Az-Zahra	Private	Sragen	Batch 2
12	SMP Muhammadiyah 12 Kalijambe	Private	Kalijambe	Batch 2

Source: <https://school.penggerak.kemdikbud.go.id/>

**Table 3:** Schools Implementing the Merdeka Curriculum with the Merdeka Berubah category in the 2022-2023 Academic Year

S. No	School name	Status	Subdistrict
1	SMP Negeri 1 Gemolong	Public	Gemolong
2	SMP Negeri 1 Kalijambe	Public	Kalijambe
3	SMP Negeri 1 Sragen	Public	Sragen
4	SMP Negeri 2 Kalijambe	Public	Kalijambe
5	SMP Negeri 2 Ngrampal	Public	Ngrampal
6	SMP Negeri 3 Satu Atap Miri 3	Public	Miri
7	SMP Negeri 5 Sragen	Public	Sragen
8	SMP Negeri 6 Sragen	Public	Sragen
9	SMP Al Qolam Muhammadiyah Gemolong	Private	howling
10	SMP Birrul Walidain Muhammadiyah	Private	Sragen
11	SMP MTA Gemolong	Private	howling

**Source:** Decree of the Head of BSKAP Number 044/H/KR/2022 concerning the Education Unit Implementing the Implementation of the Merdeka Curriculum in the 2022/2023 Academic Year

This research focused on SMP with the Independent Changing category in the 2022/2023 Academic Year. Just like in Penggerak School, the implementation of the Kurmer, SMP with the Independent Changing category Also

implementing the Pancasila Student Profile Strengthening Project as part of their learning. The implementation of the Pancasila Student Profile Strengthening Project in the schools studied can be seen in the following table:

**Table 4:** Implementation of the Pancasila Student Profile Strengthening Project (In the 2022-2023 Academic Year)

S. No	Junior High School name	Implementation						
		Sustainable Lifestyle	Local wisdom	Unity in Diversity	Wake up the Body and Spirit	Democracy Voice	Engineering and Technology to Build the Republic of Indonesia	Entrepreneurship
1	SMP Negeri 3 Satu Atap Miri 3	Class 7 Semester 2	Class 7 Semester 1		Class 7 Semester 1			
2	SMP Al Qolam Muhammadiyah Gemolong	Class 7 Semester 1	Class 7 Semester 2	Grade 8 Semester 1	Class 7 Semester 2	Class 7 Semester 2	Class 7 Semester 2	Class 7 Semester 1
3	SMP Negeri 1 Sragen	Class 7 Semester 1	Class 7 Semester 1					Class 7 Semester 2
4	SMP Negeri 5 Sragen		Class 7 Semester 2		Class 7 Semester 1			Class 7 Semester 1
5	SMP Negeri 1 Gemolong	Class 7 Semester 2	Class 7 Semester 1	Class 7 Semester 1				

**Source:** Googleform Questionnaire to Teachers per school

Based on the table above, several findings were found:

1. All the themes of the Pancasila Student Profile Strengthening Project, namely Sustainable Lifestyle, Local Wisdom, Bhinneka Tunggal Ika, Build Their Soul and Body, Vote for Democracy, Engineering and Technology to Build the Unitary State of the Republic of Indonesia and Entrepreneurship have been implemented.
2. Only SMP Al Qolam Muhammadiyah Gemolong has implemented seven themes in the Project to Strengthen Pancasila Student Profiles.
3. Other junior high schools, namely SMP Negeri 3 Satu Atap Miri, SMP Negeri 1 Sragen, SMP Negeri 5 Sragen and SMP Negeri 1 Gemolong carry out three themes in the Project to Strengthen Pancasila Student Profiles.
4. The Sustainable Lifestyle theme was carried out at SMP Negeri 3 Satu Atap Miri, SMP Al Qolam Muhammadiyah Gemolong, SMP Negeri 1 Sragen, and SMP Negeri 1 Gemolong. SMP Negeri 5 Sragen has not yet implemented the Sustainable Lifestyle Theme.
5. The theme of Local Wisdom was carried out at SMP Negeri 3 Satu Atap Miri, SMP Al Qolam Muhammadiyah Gemolong, SMP Negeri 1 Sragen, SMP Negeri 5 Sragen and SMP Negeri 1 Gemolong.
6. The theme of Unity in Diversity was carried out by SMP Al Qolam Muhammadiyah, SMP Negeri 5 Sragen

- and SMP Negeri 1 Gemolong. SMP Negeri 3 Satu Atap Miri, and SMP Negeri 1 Sragen have not yet implemented it the theme of Bhinneka Tunggal Ika.
7. The theme Awaken the Body and Spirit was carried out at SMP Negeri 3 Satu Atap Miri, Sragen SMP Negeri 5 Sragen and SMP Al Qolam Muhammadiyah Gemolong. SMP Negeri 1 Sragen, and SMP Negeri 1 Gemolong have not yet carried out the theme Awaken the Mind and Body.
8. Voice of Democracy theme only carried out SMP Al Qolam Muhammadiyah Gemolong. SMP Negeri 3 Satu Atap Miri, Gemolong, SMP Negeri 1 Sragen, SMP Negeri 5 Sragen and SMP Negeri 1 Gemolong have not implemented the Voice of Democracy theme yet.
9. The theme of Engineering and Technology to Build the Unitary State of the Republic of Indonesia was only carried out by SMP Al Qolam Muhammadiyah Gemolong. One-Roof Public Junior High School 3 Miri, Gemolong, SMP Negeri 1 Sragen, SMP Negeri 5 Sragen and SMP Negeri 1 Gemolong have not implemented the Engineering and Technology theme to Build the Unitary State of the Republic of Indonesia.
10. The Entrepreneurship theme was carried out at SMP Al Qolam Muhammadiyah Gemolong SMP Negeri 1 Sragen and SMP Negeri 5 Sragen. SMP Negeri 3 Satu Atap Miri 3 and SMP Negeri 1 Gemolong have not

implemented the Entrepreneurship theme.

11. The theme of Local Wisdom is a theme that has been implemented by all schools.
12. The theme of Voice of Democracy and Engineering and Technology to Build the Unitary State of the Republic of Indonesia was only carried out in one school, namely SMP Al Qolam Muhammadiyah Gemolong.

#### 4. Conclusion

Fourth Junior High Schools that implement the Freedom to Change Category Kurmer, namely SMP Negeri 3 Satu Atap Miri, SMP Al Qolam Muhammadiyah Gemolong, SMP Negeri 1 Sragen, SMP Negeri 5 Sragen and SMP Negeri 1 Gemolong have implemented the Project to Strengthen Pancasila Student Profiles in the 2022-2023 academic year. The theme of each school is quite varied but all themes are implemented. SMP Al Qolam Muhammadiyah Gemolong is the only school that has implemented all the themes in the Pancasila Student Profile Strengthening Project. While the Local Wisdom Theme is the only theme that has been implemented by all junior high schools. Based on this, it can be concluded that Pancasila Student Profile Strengthening Project has been implemented well in Sragen Regency.

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