

# Implementation of Pancasila Student Profile-Based Curriculum Management to Improve Student Character at Nurul Ilmi Junior High School, Banyuasin Regency

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## ABSTRACT

This research aims to obtain an overview of the implementation of curriculum management based on Pancasila student profiles to improve the character of students at Nurul Ilmi Junior High School, Banyuasin Regency, starting from the planning, organization, implementation and evaluation stages. The method used in this study is descriptive with a qualitative approach. The data collection techniques used in this study were observation, interviews and documentation. Then the collected data will be analyzed using a triangulation model. It starts with the stage of collecting data, reducing data, presenting data and drawing conclusions. The results of the study show that the implementation of the curriculum based on Pancasila student profiles to improve the character of students at Nurul Ilmi Junior High School has been integrated starting from the planning, organizing, implementation, and evaluation stages of running systematically. At the planning stage, management in improving character is carried out through conditioning every year in the form of work programs and habituation. At the organizing stage, it begins with the formation of a compact and harmonious working group. At the implementation stage, curriculum management is carried out through the process of observing Pancasila student profile project activities, learning processes, and habituation. At the evaluation stage, it was carried out through an assessment process of the results of the P5 report card and the holding of work and art performances. Integrated curriculum management based on Pancasila student profiles is effective in shaping student character and can be a reference for other schools as well as considerations for policy makers.

**Keywords:** *Management, Independent Curriculum, Character*

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## INTRODUCTION

Schools are one of the most important institutions in people's lives. Without schools, the quality of public education in Indonesia will be stagnant and will not experience a significant increase. Schools play an important role in changing the growth mindset of society, fostering character development in the way they think, act, and behave. Therefore, schools must be able to present themselves not only as a place for children to enjoy learning, but also to create a good atmosphere so that children can feel comfortable while developing their talents. This is in line with the philosophy of Ki Hajar Dewantara which states that education is a guide in children's growth and development, which is to guide all the natural forces of children to achieve the highest happiness and safety as human beings and members of society (Santika & Khoiriyah, 2023).

The curriculum applied to an educational institution should be able to realize the national education system and play a very important role in the learning process. The curriculum is the basis for the development of students' personalities and professional abilities which will determine the quality of a nation's human resources. As a pillar of support for the course of education, the curriculum must be formulated based on the philosophy and foundation of the state, namely the 1945 Constitution and Pancasila as the nation's view of life.

In 2022, the Independent Curriculum will begin to be implemented in every

educational institution in Indonesia. According to Khoirurrijal (2017), the independent curriculum is a curriculum with more diverse intracurricular learning, as well as learning content that is designed so that students have enough time to explore concepts and improve competence. In its implementation, each educational unit is given the freedom to choose the curriculum according to the conditions and problems faced by the educational institution.

Teachers and students are the main subjects in the learning system, which means that both must move together or collaborate in the search for the truth. The purpose of this collaboration is to increase students' critical thinking in understanding the world and the phenomena that occur around it. Thus, the implementation of the Independent Curriculum in education units requires a good management concept so that it can run optimally.

According to Nasbi (2017), curriculum management is a cooperative, comprehensive, systemic, and systematic management system in order to achieve curriculum goals. The scope of curriculum management includes planning, organizing, implementing, and evaluating. The independence given to educational units in managing the curriculum must continue to prioritize the achievement of the vision and mission of educational institutions without ignoring the national policies that have been set.

In order for students in Indonesia to be able to implement Pancasila values in their daily lives, the Independent Curriculum implements a project to strengthen the profile of Pancasila students (P5). The P5 program aims to provide students with the opportunity to learn the core values of Pancasila in order to strengthen character education while studying important issues around them, such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic life.

The profile of Pancasila students, according to Irawati (2022), has six main competencies that are interrelated and strengthening, namely faith and fear of God Almighty and noble character, independence, creativity, critical reasoning, cooperation, and global diversity. These six dimensions must be executed simultaneously because if one of them is missed, the development of the other dimension will be hindered. Therefore, policymakers, educators, and all education stakeholders must look at the profile of Pancasila students in an integrated manner.

Learning at Nurul Ilmi Junior High School, Banyuasin Regency, has used the Independent Curriculum by implementing a project to strengthen the profile of Pancasila students. This P5 project aims to form the competencies and character of students in accordance with graduate competency standards. The implementation of P5 at Nurul Ilmi Junior High School is carried out every day for two weeks in each semester, guided by the homeroom teacher as the instructor of the independent curriculum as well as the person in charge of the implementation of the project. The project theme has been formulated in advance so that the implementation is directional. Based on this background, the researcher is interested in conducting research on "Implementation of Curriculum Management Based on Pancasila Student Profiles to Improve Student Character at Nurul Ilmi Junior High School, Banyuasin Regency."

## METHOD

This research was carried out at Nurul Ilmi Junior High School which is located in a very strategic area on the Palembang-Betung road KM 18 RT.09 RW. 02 No. 73 Sukamoro Village, Talang Kelapa District, Banyuasin Regency. The data sources of this research include the Principal of Nurul Ilmi Junior High School, Mr. Aris Hidayat, M.Pd., who provided information related to curriculum management based on Pancasila student profiles in the formation of student character; Curriculum Representative, Mrs. Yuni Nurtias Hapsari, S.Pd., who manages, develops, and coordinates the implementation of Pancasila student profile strengthening projects; teachers and project teams as facilitators who interact directly with students; students representing ten people from each grade level as the implementation object; as well as parents of students who also represent ten people from each grade level and interact directly with children in supporting character formation through the project.

The type of research used is qualitative research, which is research based on the philosophy of postpositivism which is used to research objects naturally and researchers as the key. According to D. Sugiyono (2013), the results of qualitative research emphasize more on meaning than generalization. The qualitative research aims to observe and collect specific data in the research on the Implementation of Curriculum Management Based on Pancasila Student Profiles to Improve Student Character at Nurul Ilmi Junior High School, Banyuasin Regency. The research conducted by the researcher uses a descriptive research method, which is a type of qualitative research.

This research involved several main informants, namely the Principal, Vice Principal for Curriculum, project team teachers, and representatives of students and parents from each grade level. They provided information related to the implementation of the curriculum based on the Pancasila student profile strengthening project in shaping the character of students at Nurul Ilmi Junior High School, Banyuasin Regency.

The information and data that will be used in this study are data that is in accordance with this research, namely the Implementation of the Pancasila Student Profile-Based Curriculum at Nurul Ilmi Junior High School, Banyuasin Regency. Information collected from interview results, field observation notes, portraits, individual documents and official documents. The data sources in this study use primary data sources and secondary data sources, according to Sugiono (2017).

Data collection is carried out in a transparent, structured, and planned manner so that the data produced can be accounted for its validity. The data collection carried out in this study was using interview, observation, and documentation methods. In this study, the author is responsible for the use of triangulation of sources, techniques, and time to test credibility.

## FINDINGS AND DISCUSSION

In this sub-chapter, the research findings that have been successfully accumulated and analyzed through observation activities and interviews with school principals, vice principals for curriculum, several teachers, and students as well as documentation at Nurul Ilmi Junior High School, Banyuasin Regency will be explained further. The discussion of the results of the research is as follows:

### **Curriculum Management Planning Based on Pancasila Student Profiles in Improving Student Character at Nurul Ilmi Junior High School, Banyuasin Regency**

Planning is the first step before taking an action, as a guide to carry out goals in order to get the expected results. Curriculum management begins with the curriculum planning process. The curriculum used at Nurul Ilmi Banyuasin Junior High School has implemented the curriculum set by the Decree of the Minister of Education and Culture of the Republic of Indonesia, namely the independent curriculum. Based on the results of the study, it is stated that the management of the independent curriculum in improving the character of students at Nurul Ilmi Banyuasin Junior High School begins with a planning process. The principal is the person in charge and as the leader during curriculum management planning activities with the assistance of representatives and teachers in the implementation of the Pancasila student profile strengthening project. The character education program at Nurul Ilmi Banyuasin Junior High School is prepared in an integrated manner with school program planning, with coaching and coordination meetings beginning at the beginning of the learning year.

In the planning, it begins with the division of special teams or groups to support the implementation of curriculum management based on Pancasila student profiles in improving student character. The preparation of the program plan involves all school residents, namely the principal, vice principal for student affairs, vice principal for curriculum, vice principal for public relations, vice principal for facilities, and infrastructure, all educators and education staff, and school committees as representatives of students' parents. All school residents are given the same right to take part in analyzing the conditions and needs of the school, formulating their expectations, and even participating in implementing school programs that have been determined and mutually agreed.

Based on Permendikbud Number 12 of 2024 which stipulates the Independent curriculum as the basic framework and curriculum structure for all education units, where the curriculum planning process after the design of the Education Unit Operational Curriculum (KOSP) is continued with the design of the Learning Goal Flow (ATP) to design, direct, and control the student-centered learning process. Furthermore, learning planning and assessment, where the learning plan is adjusted to ATP. With careful learning planning, it can be ensured that learning goals will be achieved. Meanwhile, assessment is beneficial for students and teachers in improving the quality of learning. Where teachers are required to be able to use and develop teaching tools that are used with active, collaborative and creative learning strategies. As well as being able to help students understand and integrate the values of Pancasila as a whole and encourage students to have personalities in accordance with Pancasila. Teachers make learning tools that still integrate the values of character education. Where curriculum learning tools based on Pancasila student profiles need to be prepared properly before starting the teaching and learning process. Teaching tools can be in the form of teaching materials, teaching modules, project modules, or textbooks. Through the teaching tool, teachers can easily find inspiration for teaching materials according to the subject and teaching phase. This also aims to make the learning process run systematically and facilitate the delivery of material.

Curriculum planning is formulated through a coordination meeting with the group that has been formed. The determination of the theme and topic of the Pancasila student profile strengthening project at Nurul Ilmi Banyuasin Junior High School is not only a combination of various subjects but also a forum that unites various perspectives and knowledge in an integrated manner. The combination of local wisdom exists to strengthen the ability of students to innovate, solve the problems faced while still being guided by the independent curriculum set by the government. The values of character education that are integrated with the curriculum based on Pancasila student profiles are as follows:

#### *Habituation*

*Weekly routine activities: Weekly activities are flag ceremonies, morning gymnastics, and Friday sharing together as the practice of the first precept of Pancasila.*

*Daily routine activities: Daily activities in the form of class pickets, 5S (smile, greeting, greeting, politeness and manners), tadarus Al.Quran, recitation of dhikr in the morning and evening, praying together to start and end the lesson, dhuha prayer.*

The activity is a form of developing spiritual, moral, social, and emotional competencies. In addition, the implementation of the Pancasila student profile strengthening project was carried out with a block system for 2 weeks in the middle of the semester. Then for the theme chosen, namely the theme of entrepreneurship and local wisdom.

#### *Spontaneous Activities*

In addition to routine activities, there are activities whose implementation is adjusted to the situation. Character education programs are usually spontaneous or incidental for a period of one year or semester, but the implementation of activities considers possibilities according to the situation and conditions. Spontaneous activities are carried out by schools at any time because they are incidental. Several forms of activities such as donations to help victims of natural disasters, victims of disasters, school residents who are sick, or who have passed away and so on.

### **Organizing Curriculum Management Based on Pancasila Student Profiles in Improving Student Character at Nurul Ilmi Junior High School, Banyuasin Regency**

Organizing curriculum management based on Pancasila student profiles in improving student character. After doing planning, the next is organizing. Organizing is the formation of a team as a step to determine that the implementation is carried out effectively and continues. Based on the results of observation, the division of curriculum groups is the coordinator, the learning community is the class facilitator. To find out that the project to strengthen the profile



of Pancasila students runs in an organized and effective manner, the principal does several ways, including planning is carried out in detail, namely by carrying out a detailed work plan and allocating the necessary resources, then in this organization I process time management well so that there is no time that is not useful. The allocation explained by the principal is to create a curriculum group or team and a learning community that includes a class facilitator (homeroom teacher himself). Time management is carried out in as much detail as possible by doing what is much more important done by the principal. If time management can be done efficiently, then the process of implementing projects in improving character will also run well.

Organizing begins with the formation of a compact and harmonious team or working group. Foster and enhance a sense of kinship and cooperation between all members involved. Organizing by using the allocation of resources needed to create a team or group that includes a curriculum team and a facilitator team. If time management can be arranged based on prioritizing which is more important first by the principal, then the project implementation process will also be carried out as intended. Effective in forming a team, good cooperation, and proper time management in the implementation of the Pancasila student profile strengthening project in improving student character will be carried out easily by involving the evaluation of various aspects between the human resources involved. However, in reality, schools still experience problems in resources, namely the frequent replacement of teachers or new teachers in schools, thus affecting the implementation of the curriculum. When the teacher understands the concept of an independent curriculum, then the teacher changes to a new teacher. So that the new teacher must learn and re-understand the independent curriculum and the concept of the project to strengthen the profile of Pancasila students in schools.

### **Implementation of Pancasila Student Profile-Based Curriculum Management in Improving Student Character at Nurul Ilmi Junior High School, Banyuasin Regency**

In this process, steps, strategies, techniques or methods used by facilitators or teachers in implementing habituation activities and spontaneous activities to improve students' character through Pancasila student profile project activities are obtained so that the learning goals desired by teachers are achieved.

#### *Habituation*

Education is a conscious effort to achieve goals, in the process requires effective and not boring methods. Of the various methods, the more effective habituation method is used. Habituation is something that is done deliberately over and over again in order to become habituated and habitable. Based on the author's findings, it can be explained that habituation activities at Nurul Ilmi Banyuasin Junior High School have been carried out in accordance with the planning and guidelines for the implementation of character education.

Weekly routine activities: Weekly routine activities carried out by Nurul Ilmi Banyuasin Junior High School as an effort to improve the character of students are weekly, namely in the field there are activities in the form of flag ceremonies, morning gymnastics, and Friday sharing together, community activities and bilal exercises. Through the routine implementation of flag ceremonies, students at Nurul Ilmi Banyuasin Junior High School can foster a sense of love for the homeland, foster a sense of nationalism, increase discipline, and improve the character of unity and unity. Meanwhile, morning gymnastics routine activities, in addition to improving body fitness, morning gymnastics also provide benefits to improve the character of students, namely training to be responsible, cooperative, and obeying the rules. The Friday sharing activity at Nurul Ilmi Junior High School is held every week on Friday, students are welcome to bring food or other forms to share with their classmates who are guided by homeroom teachers.

Daily routine activities: The results of the researchers' findings in the field emerged in the form of Islamic activities that support the improvement of students' character, namely in the form of class pickets, 5S (smiles, greetings, greetings, politeness and manners), tadarus Al.Quran, morning and evening recitation of dhikr, praying together to start and end the lesson, dhuha prayer. This is expected to continue to be carried out because it can be done at

home with the supervision of teachers and parents at home. Through class picket activities, 5S (smile, greeting, greeting, politeness and manners), tadarus Al.Quran, morning and evening dhikr reading, praying together to start and end lessons, dhuha prayers are expected that students will grow into the next generation of the nation who can be relied on both knowledge and accompanied by good behavior. Students are also expected to have emotional and spiritual intelligence. The results of the data in the field show that the above activities are very memorable for students. They are always excited to do it, because these activities foster and increase togetherness and cohesiveness. Based on the findings of the researcher and the description of the discussion above, it can be concluded that weekly routine activities in the form of class pickets, 5S (smiles, greetings, greetings, politeness and manners), tadarus Al.Quran, morning and evening dhikr reading, praying together to start and end lessons, dhuha prayer at Nurul Ilmi Junior High School, Banyuasin Regency is an effort to improve student character through an independent curriculum based on a project to strengthen the profile of Pancasila students. The character values that emerged and were developed were religious, nationalism, responsibility, cooperation, tolerance, and discipline.

#### *Spontaneous activities*

Spontaneous or incidental activities at Nurul Ilmi Banyuasin Junior High School make a character education program that is usually spontaneous or incidental for a period of one year or semester, but the implementation of activities considers possibilities according to the situation and conditions. Spontaneous activities are carried out by schools at any time because they are incidental. Several forms of activities such as donations to help victims of natural disasters, victims of disasters, school residents who are sick, or who have passed away and so on. This activity is a priority to be carried out because it aims to instill character in students to increase their sense of care for others, increase the character of tolerance, cooperation, and democracy. Based on the description above, this spontaneous activity has been carried out well. So it can be concluded that educators have applied character values as a form of educator to improve the character of students. The character values that appear in this spontaneous activity are nationalism, communicative, creative, and social care.

#### *Evaluation of Curriculum Management Based on Pancasila Student Profiles in Improving Student Character at Nurul Ilmi Junior High School, Banyuasin Regency*

After the planning, organizing, and implementation stages, of course, an evaluation of the results of the Pancasila student profile strengthening project activities in improving the character carried out will be held. The evaluation will produce weaknesses and resource strengths in the implementation of P5. This curriculum evaluation is also carried out with 2 stages that are commonly used by schools are work degrees. The title of the work is the procurement or implementation of the results of the implementation of the Pancasila student profile strengthening project, in this activity consists of the percentage and understanding of students of the material in accordance with the given theme.

Based on the results of the discussion, of course, there are also inhibiting factors experienced by educators in improving the character of students at Nurul Ilmi Banyuasin Junior High School. The inhibiting factor is that there are still students who bring habits at home or friends' environments, so that students do not apply what is taught at school. For example, in speech, there are still some students who cannot keep their mouths. The obstacle faced by teachers is when parents do not pay optimal attention in supervising and controlling their children in the habituation applied at school. So, teachers still often find some children whose characters are not in accordance with what is taught at school.

In the implementation of project-based curriculum management in improving the character of students, the involvement of teachers and parents is needed so that the goals are achieved properly.

#### *Teaching and learning activities and P5*

Furthermore, based on the findings in the field, the researcher can explain that the implementation of curriculum management based on Pancasila student profiles to improve student character has been integrated into the learning activity program and during P5

activities. The research data was excavated through observation and documentation methods. In November 2024, several teachers will be appointed as P5 facilitators and those who teach in different classrooms. In November, the school is still implementing theme 1 or semester 1, namely the theme of entrepreneurship. In this process, steps, strategies, techniques or methods used by teachers in learning are obtained, as well as the activeness of students in the learning process so that the P5 learning objectives in improving the desired character of students are achieved.

#### *First observation*

It will be carried out in learning on Monday, November 11, 2024 with P5 learning in grade 7. Precisely the researcher made observations on Monday, it has been seen that there is a character value that appears when all students and teachers carry out weekly routine activities, namely the flag ceremony, in this activity the character of love for the homeland, responsibility, nationalism, and discipline has emerged. This P5 activity includes introduction, contextualization, and action. In accordance with the goal of P5, which is to develop the character of students so that they become students who live the values of Pancasila.

Before starting the introduction activity, all students greet and pray together as a form of gratitude to be able to attend and learn together in class, the character that appears is religious. After that, the teacher is present first and appreciates the attitude that appears, namely the character of responsibility and discipline towards students who join and attend on time. In accordance with the expectation, this project activity can improve the character of students.

Furthermore, the teacher asks students to explore problems in the surrounding environment and connect to the topic being discussed. In this contextualization stage, students emerge creative characters. Followed by action activities, namely students designing wars that are carried out to carry out real actions in accordance with the project to be made. At this stage, some students began to ask questions and respond by raising their hands. At this stage, students begin to develop character, curiosity, courage to speak their minds, tolerance, politeness, and confidence.

Next, the teacher motivates and strengthens students to be actively involved in P5 learning by giving assessments to students, both those who ask questions and those who provide input. Based on the observation results, the teacher or facilitator has implemented the learning process of the Pancasila student profile strengthening project in accordance with the P5 project module that has been planned previously. The character values that emerged in this first observation were, religious discipline, intelligence, curiosity, cooperation, courage, confidence, and independence.

#### *Second observation*

It was carried out in learning on Thursday, November 14, 2024 with P5 learning in grade 8. This P5 activity includes introduction, contextualization, and action. In accordance with the goal of P5, which is to develop the character of students so that they become students who live the values of Pancasila. Before starting the introduction stage, all students greet and pray together as a form of gratitude to be able to attend and learn together in class, the character that appears is religious. After that, the teacher is present first and appreciates the attitude that appears, namely the character of responsibility and discipline towards students who join and attend on time. In accordance with the expectation, this project activity can improve the character of students.

Furthermore, the teacher asks students to explore problems in the surrounding environment and connect to the topic being discussed. In this contextualization stage, students emerge creative characters. Followed by action activities, namely students designing wars that are carried out to carry out real actions in accordance with the project to be made. At this stage, some students began to ask questions and respond by raising their hands. At this stage, students begin to develop character, curiosity, courage to speak their minds, tolerance, politeness, and confidence.

Next, the teacher motivates and strengthens students to be actively involved in P5

learning by giving assessments to students, both those who ask questions and those who provide input. Based on the observation results, the teacher or facilitator has implemented the learning process of the Pancasila student profile strengthening project in accordance with the P5 project module that has been planned previously. The character values that emerged in this first observation were, religious discipline, intelligence, curiosity, cooperation, courage, confidence, enthusiasm, friendliness/communicative, and independent.

## CONCLUSIONS

Based on the results of the research, it can be concluded that the implementation of curriculum management based on Pancasila student profiles at Nurul Ilmi Junior High School, Banyuasin Regency has been carried out in an integrated manner at all stages of management. In the planning stage, the improvement of student character is carried out through the preparation of an annual work program and habituation that is relevant to the values of the Pancasila student profile. At the organizing stage, a solid and harmonious working group was formed to support the implementation of the program. At the implementation stage, activities are carried out through learning, projects to strengthen the profile of Pancasila students, and positive habits involving all school residents. At the evaluation stage, the assessment is carried out using a P5 report card and accompanied by a performance of works and art as a form of appreciation for student learning outcomes. Overall, this curriculum management has proven to be able to support the formation of student character in a systematic and sustainable manner.

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