INDEPENDENT CURRICULUM: PANCASILA STUDENT PROFILE THROUGH PPKn LEARNING

Supriadi[1*], Shellya Tanaya Dhayinta[2], Rahmad Rafid[3], Ibnu Anshori[4]

[1,2,3,4]*Pancasila and Citizenship Education Study Program, Universitas Kristen Cipta Wacana,
Karel Satsui Tubun No. 28 A Kebonsari Street, Malang, 65149, Indonesia*

Corresponding author e-mail: [1]supriadi@cwcu.ac.id, [2]shellyatanaya@cwcu.ac.id,
[3]rahmadrafid@cwcu.ac.id, [4]ibnuanshori@cwcu.ac.id*

Abstract. *This research aims to examine the implementation of the Merdeka Curriculum in forming Pancasila student profiles through the integration of Pancasila and Citizenship Education subjects at Abu Ghonaim Bumiaji Batu Islamic Middle School. This research uses a qualitative approach with descriptive methodology. Data collection tools consist of observation, interviews and documentation. The research findings show that the aim is to increase the components of the Pancasila student profile through the formulation of Civics learning modules. The teacher's role in implementing Citizenship Education through strengthening the dimensions of the Pancasila student profile includes: acting as a role model, inspirer, learning planner, elaboration of Pancasila values, model project facilitator, motivator, and assessor. The implementation of the Pancasila student profile through PPKn learning is facilitated by several key factors, including the dedication of teaching staff, the selection of students who are committed to the program, the provision of adequate learning facilities, the development of effective learning methods, and the active involvement of the school committee and the wider community.*

Keywords: Curriculum,Pacasila Student Profile, Learning PPKn

1. INTRODUCTION

Education is a deliberate effort to develop oneself and change an individual's behavior in order to prepare them to face the challenges of everyday life [1] . According to Law no. 20 of 2003 concerning the National Education System, Article 3, national education has a crucial role in developing potential, forming character, and advancing national civilization to increase intelligence in living together. The main goal is to optimize students' talents so that they become individuals who are devoted to God Almighty, have noble character, are healthy, knowledgeable, skilled, creative, independent, and become responsible democratic citizens [2] .

Education is a fundamental need for the development of a person's potential, intelligence, skills and personality. The purpose of education is so that individuals can explore information and knowledge, develop their talents, and grow their character and personal abilities. The acquisition of skills and demonstration of good behavior will result in the production of competitive human resources in the future. The role of education has a very strategic meaning in forming a generation of quality students. Indonesia needs human resources in sufficient quantity and quality to become the main catalyst for development. To fulfill these human resources, education plays an important role, because Indonesia is required to produce superior resources in the current era of disruption [3] .

Understanding and knowledge about the formation of Indonesian personalities is still minimal and worrying. The emergence of these deviations can be caused by the rapid progress of science and technology. Hwang & Griffiths observe that many people are now eroding over time. There are many unethical cultures and lifestyles that move freely, which are different from people's lives in Indonesia. As a result, cultural and lifestyle factors have a negative influence on the character of Indonesian society. It cannot be denied that society has succeeded in developing science and technology (IPTEK) to meet society's needs.

Educational technology is a systematic process that includes the environment, people, tools, and systems, including organizations, procedures, and ideas. The field of technology education is experiencing rapid development, driven by the implementation of new systems and strategies. However, this technological progress is still considered less than optimal in the current era, especially among the millennial generation. Therefore, it is very important to develop educational technology to facilitate its integration into the education system. Bearing these considerations in mind, it is important to question the role of technology in the advancement of Islamic education in the 21st century [4] .

Advances in science and technology have proven inadequate as instruments for the formation of morals and personal values that can support the progress of society. As a result, external influences have greatly changed the character of Indonesian society. In addition, Indonesian people tend to quickly adopt foreign cultural practices, considering them new and interesting, while also considering their own cultural traditions to be outdated and uninteresting. In contrast, in the past, much emphasis was placed on character education and the cultivation of exemplary moral ethics, such as the importance of good manners and etiquette in dealing with parents. However, this personality trait is currently in decline and will continue to decline in the future. Advances in science and technology have had a negative impact on religious and spiritual values. Many people view religion as a means to achieve salvation, not as a guiding principle in everyday life. Moreover, events in the world are increasingly seen as having nothing to do with religious beliefs. As a result, the younger generation and some individuals are trying to distance themselves from the nation's religious, social and cultural values and philosophy [5] .

The current development of science and technology is marked by changes towards the modern era. When people's needs are met, this will also be accompanied by moral decline or what is usually called moral decadence. Moral decadence is not only a concern of adults; This also has an impact on the younger generation who will become the nation's future leaders. The moral decadence shown by some of the younger generation's aspirations for the future is very unfortunate and can even erode credibility and authority in the field of education. Therefore, collectively, the millennial generation must cultivate a noble personality and set an example of good behavior. Education has two main functions: value transfer (or value transformation) and knowledge transfer (or knowledge transformation). Education is expected to convey noble values, norms and personality. In this case, education is expected to be able to transfer knowledge and skills, especially in the field of citizenship education.

The field of citizenship education is an integral part of the national education system which remains intact. Consequently, the citizenship education process is included in the curriculum and learning for all students, from elementary school to university level. The function and role of citizenship education is to

achieve national education goals. To understand the design, development, implementation, and evaluation of citizenship education courses/subjects, it is important to understand the context in which the subject is situated. This context is determined by the objectives of the National Education program [6] . Citizenship education is a form of individual training designed to support and strengthen the political process in a country, provided that the results of this process are the result of agreement. It is impossible to educate citizens in a way that is contrary to the existing political structure in a country. On the contrary, civic education serves to strengthen and strengthen the country's political system. The goal of citizenship education is to encourage the development of responsible and engaged citizens. While this indirectly contributes to a country's sustainability, it does not directly address sustainability issues.

The process of citizenship education is to empower and civilize students. The process and results of education must make it easier for students to carry out a learning process that broadens their learning horizons and builds learning abilities that are useful for life and life in the future in that country [7] . The Indonesian education system is designed to instill in students a sense of civic responsibility and commitment to defending the unity and integrity of the country. The essence of the Unitary State of the Republic of Indonesia is a modern nation state. A modern nation-state is defined as a state based on a national spirit, or nationalism. This implies that, although the citizens of a country adhere to different religious beliefs, they are united by a common determination to build the future [6] .

According to [8], education is a dynamic force that influences physical, psychological (reason, feeling and will), social and individual morality development. Education is seen as a dynamic force that has a major influence on human abilities and personality in interactions with others, the environment, and in spiritual aspects. Therefore, the importance of education cannot be doubted, whether at home, at school, or in the context of society. As a means to educate the nation, education also has a central role in developing potential and forming strong character and personality in each individual.

The Indonesian government consistently prioritizes the education sector. This is proven by the continued issuance of policies in this field, including those related to compulsory education programs, the provision of scholarships for underprivileged communities, various government initiatives aimed at improving the quality of education, and the establishment of a 20% APBN budget for the education sector. However, various policies have been implemented by the government with the aim of improving the quality of education. One of these policies is the curriculum implemented in Indonesia, namely the Independent Curriculum [9] .

Since the beginning of independence, Indonesia has experienced more than ten curriculum changes, from the 1947 Learning Plan to the latest, namely "Freedom of Learning" which was proclaimed by the Ministry of Education and Culture under the direction of Nadiem Makarim [10] . The independent curriculum was first introduced for testing in 2020 and is scheduled to be fully implemented in 2022. This independent curriculum initiative is based on the findings of the Program for International Student Assessment (PISA) Research conducted in 2019. The results of student assessments in Indonesia placed this country in the lowest position among the participating countries. Responding to these findings, the Minister of Education and Culture developed a new curriculum framework. The independent curriculum is based on the idea of autonomy and freedom for educators in Indonesia to determine the most effective pedagogical approaches for their students.

In less than 10 years, Indonesia has carried out three curriculum updates in response to current developments and challenges, with the aim of improving the quality of education in terms of learning objectives, models and strategies that are in line with current learning needs [11] . The Merdeka Curriculum, which was launched as a prototype in 2021 and is expected to be refined in 2022, emphasizes character education through the Pancasila student profile dimension and the Pancasila Student Profile Strengthening Project (P5). P5 integrates cross-disciplinary learning to solve problems in the surrounding environment, using a project-based approach that is different from conventional methods integrated in subjects [12] .

This curriculum offers the advantages of simplicity and depth of material, focusing on gradual development of competencies. Students at the junior high school level do not have a specialization program, but can choose subjects according to their interests, talents and aspirations. This approach allows teachers to teach according to individual student development, while schools have the autonomy to manage the curriculum according to the characteristics and needs of students and their educational units [13] . The Minister of Education and Culture, Nadiem Anwar Makarim, made the Pancasila Student Profile one of the Ministry's main visions and missions in accordance with Minister of Education and Culture Regulation Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024.

This is triggered by rapid technological advances, socio-cultural changes, the living environment, and the dynamics of the world of work in the future in the context of education and culture [14] .

With the Independent Curriculum, it is hoped that students can develop their potential optimally, receiving critical, quality, expressive, applicable, varied and progressive learning. According to Sumarsih et al (2022) , successful implementation of this curriculum requires cooperation, commitment and sincerity from all parties to instill the Pancasila Student Profile in each student. The Pancasila Student Profile describes Indonesian students as lifelong individuals with global competence, who behave in accordance with Pancasila values. This profile includes six main characteristics: faith and devotion to God Almighty, noble character, respect for global diversity, encouraging mutual cooperation, independence, critical thinking and creativity. The success of the Pancasila Student Profile is expected to be able to create Indonesian students who are dignified, able to compete nationally and globally, and have the ability to work together with anyone and anywhere, while maintaining their critical and creative values [16] . To achieve this goal, high motivation from Indonesian students is needed as well as strong cooperation from all parties to advance the quality of education by maintaining rich local cultural values.

The Minister of Education and Culture, Nadiem Anwar Makarim, has established the Pancasila Student Profile as one of the main Visions and Missions of the Ministry of Education and Culture, as regulated in Minister of Education and Culture Regulation Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024. Rapid technological developments, socio-cultural shifts, and the increasingly changing dynamics of the living environment and world of work have driven the need for transformation in education at all levels and cultural fields [14] .

One of the schools that implements the Merdeka Curriculum by strengthening the Pancasila Student Profile through Citizenship Education learning is Abu Ghonaim Islamic Middle School, Bumiaji, Batu City. However, the results of observations show that the implementation of the Pancasila Student Profile in PPKn learning at this school is still limited. Even though the dimensions of the Pancasila Student Profile have been integrated into academic and non-academic activities, the reality is not in line with expectations. Some of the challenges faced include lack of focus when praying, impolite behavior in class, dishonesty in working on questions, and lack of active participation in group learning.

The PPKn learning process is also limited in the use of learning media, especially those that utilize electronic technology, because schools do not yet have internet access. This causes students to be less active and hinders the development of their critical and creative reasoning abilities. Therefore , significant improvements and improvements are needed in the implementation of the Pancasila Student Profile at Abu Ghonaim Islamic Middle School. This initial observation identified several inhibiting factors, both from the teacher and student side, in implementing the Pancasila Student Profile effectively in Civics learning. Although efforts have been made to optimize implementation, better collaboration between teachers and students is still needed to achieve the expected goals. Therefore, this research aims to investigate further regarding "Realization of the Independent Curriculum: Profile of Pancasila Students through Learning Pancasila and Citizenship Education at Abu Ghonaim Bumiaji Islamic Middle School, Batu City".

2. RESEARCH METHODS

In every scientific work, research is important because it involves preparing methods to obtain the necessary data according to its purpose and use. According to Kirk and Miller [17] , qualitative research is defined as a tradition in social science that relies on human observations. Bogdan and Taylor [18] explained that qualitative research is a procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. Denzin and Lincoln [17] said that qualitative research uses a natural approach to interpreting phenomena that occur, involving various existing methods.

This study chose a qualitative research method to get a clear picture of "Realization of the Independent Curriculum: Profile of Pancasila Students through Learning Pancasila and Citizenship Education at Abu Ghonaim Bumiaji Islamic Middle School, Batu City". Research subjects included the Principal, Teachers and Students of Abu Ghonaim Islamic Middle School at the time the research was conducted. The techniques that will be used include direct observation, direct communication and indirect communication. For data analysis, data collection techniques, data reduction, data presentation, as well as drawing conclusions and data verification will be used.

3.   RESULTS AND DISCUSSION

Planning to Strengthen the Dimensions of the Pancasila Student Profile in PPKn Learning by Islamic Middle School Teacher Abu Ghonaim

In an effort to strengthen the profile of Pancasila students in Class VII of Abu Ghonaim Islamic Middle School students, Pancasila and Citizenship Education (PPKn) learning plans have been designed using learning modules that include clear learning objectives. These objectives include: identifying ethnic diversity in Indonesia, analyzing the impact of ethnic diversity, compiling a report on ethnic diversity, and presenting the report. The method used is problem based learning with material that includes the history of the birth of Pancasila, norms, the Unitary State of the Republic of Indonesia (NKRI), Bhinneka Tunggal Ika, respect for local culture, and mutual cooperation. The media used include video as audio-visual media, as well as learning resources in the form of class VII PKN package books and worksheets prepared by the teacher.

The Education Level Curriculum (KTSP) is designed to provide basic education and develop students' secondary level competencies. Created by schools and committees, guided by content standards and graduate competency standards. The curriculum is prepared by the National Education Standards Agency (BNSP). The principle of KTSP development is "centered on the potential, development, and needs of students and the environment". Curriculum plays an important role in the entire educational process. The curriculum functions as a guide for all forms of educational activities, with the aim of achieving predetermined educational goals.

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The curriculum is an educational plan that provides guidelines and instructions regarding the type, scope and sequence of educational content and processes. It is a dynamic entity that interacts with educators and students in an effort to help children learn to master educational goals. Interaction between educators and children is an important aspect of education [19] . The curriculum plays a central role in the world of education, becoming an important foundation for achieving learning targets. Pancasila and Citizenship Education Teachers have a significant role as partners for students in the teaching and learning process at Abu Ghonaim Islamic Middle School Students, especially in implementing the Independent Curriculum in class VII. Civics subjects not only emphasize theory, but also the formation of student character. According to [20], PPKn is expected to be able to shape the character of students in accordance with the values of Pancasila, which will ultimately create good citizens. Therefore, character education is a very important aspect to achieve this goal.

In accordance with the government program contained in the 2020-2024 Minister of Education and Culture Regulation, strengthening character education can be carried out by integrating the profile of Pancasila students in the school environment. One important integrative approach is through learning activities, especially in the subjects of Pancasila and Citizenship Education (PPKn). In this context, the use of learning modules is very relevant to ensure effective learning planning. Civics learning planning must pay attention to all important aspects, including cognitive (understanding), affective (values and attitudes), and psychomotor (skills) of students. A good learning module will include the formulation of clear learning objectives, assessment methods to measure achievement of objectives, the material presented, the learning media used, and relevant learning resources.

With this approach, Civics subjects are expected to be an effective tool in shaping student character, which will ultimately contribute to the formation of quality and responsible citizens.
    a.   The activity of formulating goals to be achieved in a learning activity

Based on the researchers' findings, the Citizenship Education Teacher in Class VII of Abu Ghonaim Islamic Middle School has formulated and conveyed learning objectives at the beginning of learning activities. This is in line with the opinion of Mustika et al (2021) who explain that learning objectives describe the learning processes and outcomes that students are expected to achieve in accordance with basic competencies. Learning objectives (TP) describe the behavior that students are expected to master as a result of learning.

b. The method used to assess the achievement of these goals

The use of learning methods by teachers should be in accordance with the material being taught. The learning method chosen must refer to the learning objectives to be achieved. According to Khasinah (2021) every learning method has advantages and disadvantages, but the most important thing is that teachers must have clear goals in their use. Research at Abu Ghonaim Islamic Middle School shows that PPKn teachers use the Problem Based Learning (PBL) method to develop students' critical thinking skills. In its implementation, the teacher gives topics or material to students to discuss and present in groups. The use of this method has a positive impact on students' critical thinking abilities, in accordance with the Pancasila student profile. This is supported by research by Saputri (2020) which states that PBL can improve critical thinking skills because it uses problems that are relevant in students' daily lives.

c. Materials that will be presented

Material is information used by teachers for the teaching and learning process in the classroom, designed in a structured manner to meet specified competencies. Learning materials include knowledge, skills and attitudes that students must master in accordance with established competency standards. In learning activities, the selection of material must support the achievement of competency standards, basic competencies and indicators that have been determined [24] . Research shows that to strengthen the Pancasila Student Profile in Class VII of Abu Ghonaim Islamic Middle School, the material used is not only limited to one or two topics, but can come from various materials. The importance of innovation in planning and implementing learning by teachers is also a key factor in ensuring the effectiveness of the learning process.

d. Media used

Learning media is a very important tool in the teaching and learning process. This media plays a role in conveying messages from teachers to students more effectively, thereby helping to achieve educational goals and improving student learning outcomes [25] . Research at Abu Ghonaim Islamic Middle School shows that in class VII PPKn learning, effective learning media for strengthening the profile of Pancasila students include visual media such as videos, films and PPT concept maps, as well as audio media such as illustration images. The use of this media allows students to learn more happily, especially with the use of laptops and internet access required. Therefore, teachers need to consider student characteristics and choose appropriate learning media. Jamaludin et al (2023) also emphasized that learning media has a crucial role as an intermediary in the educational process, and should not be ignored in learning. In the context of the Pancasila student profile, the choice of learning media reflects the teacher's creativity in developing learning. For example, the teacher's steps as a role model and the choice of creative learning media can stimulate students to think critically.

e. Learning Resources

According to Fauzi et al (2013) , as a teacher, the ability to master learning resources does not only include understanding textbooks, but also involves efforts to search for and read various books or other relevant sources. This aims to expand and deepen the material and enrich the learning process. The results of research at Abu Ghonaim Islamic Middle School show that in class VII PPKn learning, student learning resources include the class VII PPKn package book and Student Worksheets (LKPD) prepared by the teacher. Apart from that, students are allowed to bring cellphones as additional learning resources, provided they are used wisely. This has a positive impact because students can access material more deeply and independently in learning. In the context of the Pancasila student profile, students are invited to be independent in learning, namely seeking information from various sources, not just from one source. Teachers play a role in directing students to continue to improve their learning discipline. Students can search for various learning resources such as books, journals, articles and others around them. This learning resource is an important component in strengthening students' theoretical understanding, which in turn makes them more interested in applying it in everyday life.

The Role of Teachers in Implementing PPKn Learning Through Strengthening the Dimensions of the Pancasila Student Profile at Abu Ghonaim Islamic Middle School

In the learning process, teachers have a crucial role in realizing the curriculum that is being implemented, such as the Merdeka Belajar curriculum which focuses on developing the character of students in schools. Based on an interview with Mr. Ismu Adit, teachers play several important roles so that learning objectives can be achieved. This includes being a role model, inspirer, learning planner, teacher of Pancasila values, implementer of project learning models, motivator, and evaluator.

According to Salsabilah et al (2021) , these roles are described as follows:

1) Exemplary: As a role model, teachers must demonstrate behavior that is in accordance with the values taught to shape students' character.
2) Inspiration: Teachers need to inspire students by presenting lesson material in an interesting and relevant way in everyday life.
3) Motivator: The teacher's role is to stimulate students' interest and enthusiasm for learning by providing positive encouragement and constructive feedback.
4) Dynamist: Teachers must be able to overcome challenges and encourage students to reach their maximum potential.
5) Evaluator: Teachers evaluate students' attitudes, behavior, academic progress and participation in learning.

research results (2023) also emphasize the importance of a learning approach that focuses on the formation of Pancasila values, local wisdom, independence and scientific skills. These concepts include the role of the teacher as: a) Role Model: Teachers must be an example of behavior in accordance with Pancasila values, b) Learning Planning Oriented to Pancasila Values: Learning is designed to form an understanding and application of Pancasila values, c) Local Wisdom Based Learning: Emphasizes the cultural and social values of local communities, d) Project Based Learning Model: Encourages students to actualize knowledge in real projects, e) Learning Without Space and Time Limits: Using technology for accessibility and social engagement of students, f) Utilization of ICT Development: Integration of ICT to increase access to information and independent learning, g) Evaluation Focused on a Scientific Approach: Evaluation that emphasizes the learning process and student skills.

Through this approach, it is hoped that students can develop comprehensive character, understand the values of Pancasila, local wisdom and the skills needed to face global challenges. This holistic approach reflects a commitment to forming a young generation that is strong in character and has global competitiveness, while still maintaining important local and national values.

Factors That Influence the Realization of the Pancasila Student Profile in Civics Learning at Abu Ghonaim Islamic Middle School

In the learning process to realize the Pancasila student profile, there are several supporting and inhibiting factors that influence its success. These factors act as conditions or events that contribute to or hinder the achievement of these goals.

Supporting factors:

1) Committed Teacher Human Resources: Teachers who have a high commitment to implementing learning programs, ensuring that no teachers teach outside their field of study [28] .
2) Student Selection: Student selection process that takes into account the dimensions of the Pancasila student profile, such as cultural diversity and mature self-identity.
3) Adequate Learning Facilities: Availability of facilities such as school buildings, classes, laboratories, reading rooms and internet access that support the teaching and learning process.
4) Preparation of Curriculum Based on National Standards: The curriculum is prepared based on national standards to ensure relevance and quality of learning.
5) Learning Method Development: Using learning methods that are fun and appropriate to the characteristics of the educational unit to increase students' interest in learning.
6) Role of School and Community Committees: School committees and active participation from the community in supporting learning activities at school.

Obstacle factor:

1) Lack of Human Resources Capable of Implementing the Character Curriculum: Teachers' limitations in implementing the character curriculum effectively [29] .
2) Lack of Specific Socialization: There has been no adequate socialization regarding the implementation of the character curriculum to all related parties.

3) Lack of Comprehensive Technical Guidance (Bimtek): Lack of comprehensive technical guidance to support teachers in implementing the new curriculum.
4) Reduction in Learning Hours due to the Independent Curriculum: The implementation of the Independent Curriculum has resulted in a reduction in the number of learning hours, which has an impact on teacher income and the quality of student learning.

By paying attention to these factors, it is hoped that the learning of Pancasila student profiles can run well and have a positive impact on the formation of student character in accordance with national education goals.

4. CONCLUSIONS

Based on data analysis and discussion in chapter IV, it can be concluded that the implementation of the Merdeka curriculum in forming Pancasila student profiles through Citizenship Education at Abu Ghonaim Islamic Middle School has gone well. This is reflected in the existence of teaching modules and the organization of work degrees by schools. Teachers at Abu Ghonaim Islamic Middle School plan to strengthen the profile of Pancasila students through Civics teaching modules. This teaching module includes components such as formulating learning objectives and starting learning clearly. The method used is Problem Based Learning with material covering the history of the birth of Pancasila, norms, the Republic of Indonesia, Bhinneka Tunggal Ika, respect for local culture, and mutual cooperation. The learning media used include videos and visuals. The main learning resources are the class VII Civics textbook and student worksheets that have been prepared by the Civics teacher.

Teachers have an important role in strengthening the profile of Pancasila students at Abu Ghonaim Islamic Middle School. They act as role models, inspirers, learning planners, explainers of Pancasila values, implement project models, motivators and evaluators. The implementation of the Pancasila student profile is influenced by supporting and inhibiting factors. Supporting factors include the commitment of teacher human resources, student selection, adequate learning facilities, development of learning methods, as well as the active role of school committees and the community in supporting learning activities. Apart from that, there are also inhibiting factors such as a lack of human resources capable of implementing the character curriculum, a lack of specific outreach regarding the profile of Pancasila students, and a lack of comprehensive technical guidance. By considering these factors, efforts to strengthen the profile of Pancasila students at Abu Ghonaim Islamic Middle School need to continue to be improved, including by improving inhibiting factors that can hinder the achievement of this educational goal.

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