

## **Project to Strengthen Pancasila Student Profile as an Application of Differentiated Learning in the Independent Curriculum: A Case Study at a Senior High School in Pandeglang, Indonesia**

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### **Abstract**

This study aimed to determine the implementation of project to strengthen Pancasila student profile activities as a project to strengthen the profile of Pancasila students at a senior high school in pandeglang district, indonesia, as well as the impact of its implementation on students. The procedure used in this study is a qualitative method with a descriptive approach. The data collection methods used are interviews and questionnaires. The interview was conducted with seven respondents, namely teachers at a senior high school in pandeglang district, indonesia, who are facilitators in implementing an independent curriculum in the classroom, as well as class X and XI students as participants in project to strengthen Pancasila student profile activities. Students are required to make or do a project to implement an independent curriculum. Project activities in this independent curriculum, one of which is by carrying out project to strengthen Pancasila student profile activities. The project to strengthen Pancasila student profile activity is a project to strengthen Pancasila students' profiles. The project to strengthen Pancasila student profile activities were adjusted to the seven themes arranged by the Indonesian Ministry of Education, Culture, Research, and Technology. The project results to be displayed in the project to strengthen Pancasila student profile project exhibition at a senior high school in pandeglang district, indonesia, include (1) Posters; (2) A bulletin board; (3) Democracy pocketbook; (4) A best practice anti-bullying. A senior high school in pandeglang district, indonesia, is included in the activator school with activator teachers, making differentiated learning a strategy in the activator teacher program activities.

Keywords: Independent curriculum, Differentiation objective learning, project to strengthen Pancasila student profile activities.

### **INTRODUCTION**

Based on Law number 20 of 2003 concerning the national education system, it is stated that the curriculum is a set of plans and regulations regarding the objectives, content, and learning materials as well as methods used as guidelines for the implementation of learning to achieve exclusive educational goals (Republic of Indonesia, 2003). Curriculum means a container that will determine the direction of education. Whether or not an education is successful depends on the curriculum used. The curriculum is the spearhead for the implementation of educational activities. The curriculum is a series of efforts to achieve educational goals (Marlina, 2019).

In its application, the transformation of the curriculum from K-13 to an independent Curriculum resulted in several paradigms and contrasting systems. The curriculum 2013 focuses on improving and balancing attitude and knowledge competencies with categories in the choice of class majors. Meanwhile, the independent curriculum focuses on developing

students' character and competence, honing their interests and talents. The new curriculum certainly has great challenges, especially for teachers and students. To achieve curriculum-based learning goals, teachers and students should play their best roles (Rahina & Syamsi, 2023). The independent curriculum introduced by the Minister of Education and Culture, Nadiem Makarim, is a philosophy of change from the learning approach that has occurred so far. The independent curriculum allows the educational environment to choose the optimal method to maximize learning (Nurhayati et al., 2022) .

Education should develop not only a generation of experts in various disciplines but also the strength of character, ethics, and noble character. The goal of character education is for learners to have the basic information, personality, intelligence, noble morals, and skills necessary to live independently and pursue higher education (Walker, 2020). The main purpose of character education is to form a society with a strange character that is competitive, cooperates, has good and bad considerations, is competitive, cooperates, has a stance, loves the homeland, easily adapts to surrounding conditions, and applies science and technology. Everything is done based on Pancasila with a spirit of constancy and piety to God Almighty (McGrath et al., 2021) .

In the application of an independent curriculum, students are required to be able to form or carry out a project. Project-based learning can develop students' soft skills and character in accordance with the profile of Pancasila students, focusing more on literacy and numeracy. In addition, teachers are also more flexible in carrying out learning processes that are adjusted to students' interests and abilities, as well as contextual-based learning (Rizki & Fahkrunisa, 2022). One of the independent curriculum's project activities is carrying out project to strengthen Pancasila student profile activities. The project to strengthen Pancasila student profile activity is an activity in the form of a project to strengthen the profile of Pancasila students. The project to strengthen Pancasila student profile activities can be carried out through two primary stages: the conceptual and contextual steps. In this project to strengthen Pancasila student profile activity, students are given a flexible learning structure in the school that can adjust to the division of time to create more active learning activities. The activity aims to strengthen many competencies in the Pancasila students' profile (Rachmawati et al., 2022).

Implementing project to strengthen Pancasila student profile activities is one of the applications of differentiated learning, where there is a process of adjustment to the interests of learning preferences, as well as the readiness of students' learning, as a result of which a good learning outcome is obtained (Marlina, 2019). Differentiated learning should be planned

carefully and well. The planning stages regarding differentiated learning are: (a) reviewing the curriculum used to adjust to the strengths and weaknesses of students; (b) implementing school planning and activities using adjusting the curriculum and learning methods that can be used to meet the learning needs of students; (c) Support the teachers to the learning needs; (d) review and assess a planned school planning (Marlina, 2019).

The application of project to strengthen Pancasila student profile activities can increase the level of confidence in students in their work, increase students' potential, and discover the interests of students' talents in a certain field. In their implementation, teachers have a crucial role, namely being facilitators. The project to strengthen Pancasila student profile activities are an example of the application of differentiated learning because, in this project to strengthen Pancasila student profile activity, students can improve their skills, which are used to build student interest. The project to strengthen Pancasila student profile activities can also make students more active because learners are exclusively involved in the learning process, such as having discussions with their peers about the project they will show. The aim of the project to strengthen Pancasila student profile is carried out to improve students' skills in creating projects that are adjusted using Pancasila student profiles. The profile of Pancasila students is a part that comes from the policy of the Ministry of Education and Culture at the Basic Secretariat (SD) level to the tertiary level, and the goal is to produce a generation of the nation that has the values of the Pancasila student profile (Aditia et al., 2021). Education Minister Nadim Anwar Makarim has stated six indicators of Pancasila student profiles. These six indicators include Noble character, independence, critical reasoning, creativity, cooperation, and global diversity (Rusnaini et al., 2021).

## **METHOD**

This research uses a qualitative method with a descriptive approach. The sample of this study was class X and class XI students from Pandeglang Senior High School, Indonesia. The data collection techniques used are interviews with teachers and questionnaires for students. Interviews with teachers about project to strengthen Pancasila student profile activities with seven source teachers and collecting student questionnaire data in class X and class XI. Data analysis in this study used ongoing data collection and data collection in the field and analyzed the Likert scale questionnaire. Data analysis of interview results through several stages: (1) Reducing data, where researchers summarize observation, interview, and documentation data to receive some of the main data. (2) Data presentation, which is to compile the data that has been obtained after the data is reduced so that the researcher's data can use to understand. (3) Conclusion drawing, we conclude the data that has been compiled

to verify or review the origin of the records collected. The instruments used in this study were sheet interviews using 11 questions about project to strengthen Pancasila student profile activities in Pandeglang Senior High School, Indonesia, and 15 questions in student questionnaires regarding applying to Pancasila student profiles.

## RESULTS AND DISCUSSION

Research data was collected through observation, interviews, and questionnaires. Then the data were analyzed descriptively about project to strengthen Pancasila student profile activities at Pandeglang Senior High School, Indonesia. The criteria for resource teachers are who teach in class X and class XI by applying an independent curriculum as participants in the project to strengthen Pancasila student profile. Table 1 is data from interviews conducted.

**Table 1.** Conclusion of the Interview Results with the Teacher

No.	Question	Answer
1	What is the background of implementation of independent curriculum at Pandeglang Senior High School, Indonesia ?	Pandeglang Senior High School, Indonesia was chosen to be one of an activator schools in Pandeglang starting in 2021
2	Since when Pandeglang Senior High School did, Indonesia become an activator school?	Since 2021
3	What is the difference when using the curriculum 2013 and using the independent curriculum?	The curriculum 2013 still needs to implement a Pancasila student profile, while the independent curriculum makes students more independent and grows the profile of Pancasila students. In the application of the independent curriculum, there is differentiated learning.
4	What Learning Methods are used?	The learning methods between the curriculum 2013 and independent curriculum are similar, such as the Problem-Based Learning (PBL) and Project-Based Learning (PJBL) methods. However, the difference is that the independent curriculum emphasizes differentiated learning and emphasizes the profile of Pancasila students.
5	What theme is used in project to strengthen Pancasila student profile activities?	There central government already sets several themes, but the school can develop them into several sub-themes. The sub-themes that have been implemented at Pandeglang Senior High School, Indonesia, are: Project Theme 2021 <ul style="list-style-type: none"> <li>• Global warming, which develops and manages hydroponic plants.</li> <li>• Build a Mental Body, which emphasizes literacy by making a bulletin board.</li> <li>• Local-based entrepreneurship elevates local culture and wisdom by entrepreneurship using local materials.</li> </ul> Project Theme 2022 <ul style="list-style-type: none"> <li>• The vote democracy is right with the momentum</li> </ul>

No.	Question	Answer
		<p>of the election of the student council president. class XI students write wishes for the candidate for the student council president and write a love letter to the candidate for the student council president.</p> <ul style="list-style-type: none"> <li>• Anti-Bullying, where the resulting output is to make a book and make the organization “a departmntn of anti-bullying”.</li> </ul>
6	What is the background of choosing the theme of the project to strengthen Pancasila student profile project?	Because the theme follows the conditions and needs of the students at that time, the anti-bullying theme is implemented because there are still many cases of Bullying in schools. Students sometimes do not realize that they have committed Bullying, such as students accustomed to mocking, body shaming, etc.
7	What is the expected purpose of implementing the project theme?	<ul style="list-style-type: none"> <li>• Students can understand what Global Warming is, the causes of global warming, and reducing global warming.</li> <li>• Students can understand literacy activities are important.</li> <li>• Students can implement entrepreneurship based on local wisdom.</li> <li>• Students can understand the series of democratic activities in the school environment.</li> <li>• Students can understand about Bullying that students unconsciously carry out.</li> <li>• Students can avoid bullying</li> </ul>
8	What are the project results that will be displayed during the exhibition?	<ol style="list-style-type: none"> <li>1. Poster</li> <li>2. Bulletin board</li> <li>3. Pocketbook of democracy</li> <li>4. Anti-bullying best practices book.</li> </ol>
9	What is the series of activities that will take place in project to strengthen Pancasila student profile activities?	The implementation of project to strengthen Pancasila student profile uses a block system that is adjusted by each school so that the time is flexible. project to strengthen Pancasila student profile activities every two months. Before implementing project to strengthen Pancasila student profile activities, it is necessary to form a special team of project to strengthen Pancasila student profile activities consisting of several teachers who intend to make teaching modules and socialize these project to strengthen Pancasila student profile activities to students and teachers. For project to strengthen Pancasila student profile activities, it is applied to class X and class XI for one month, and an evaluation is carried out every week. In class X, the project starts from 07:20 – 12:30. In class XI, and the project implementation starts from 10:30 – 12:30 because from 07:20 to 10:00, we still carry out specialization learning as usual. During the project, class X and XI students go home early to give students more time to work on projects outside of school, such

No.	Question	Answer
		as observations, interviews, etc.
10	Will this project to strengthen Pancasila student profile activity be carried out every semester? what are the obstacles experienced when carrying out project to strengthen Pancasila student profile activities?	Yes, the obstacle experienced when implementing project to strengthen Pancasila student profile activities is that teachers must be creative in teaching students. Teachers must make learning fun so students are energized in carrying out project to strengthen Pancasila student profile activities. Therefore, teachers always try to innovate to create a pleasant classroom atmosphere, for example, when learning is interspersed with yelling, catchword, or ice-breaking.
11	With this project to strengthen Pancasila student profile activity, what expectations do teachers want from students?	With the project to strengthen Pancasila student profile activity at Pandeglang Senior High School, Indonesia, it is hoped that students will become accustomed to doing assignments in groups and then presenting them, students will be more active in learning in class, increasing student creativity, and students will implement Pancasila student profiles in their lives.

Not only using interview method but this research was also conducted using questionnaires distributed through class X and XI students. This questionnaire aims to determine the implementation of strengthening the profile of Pancasila students in each student. The questionnaire uses a Likert scale assessment. Likert Scale is a research scale used to measure attitudes and opinions. On a Likert scale, respondents were asked to complete a questionnaire that required respondents to show their level of approval of a series of questions. In this study, the questionnaire was distributed or filled by two classes: class X and class XI. The selection of classes is based on applying an independent curriculum at a senior high school in Pandeglang, Indonesia. After taking data through the questionnaire method in 2 different courses, the results are in the form of graphs in Figure 1.

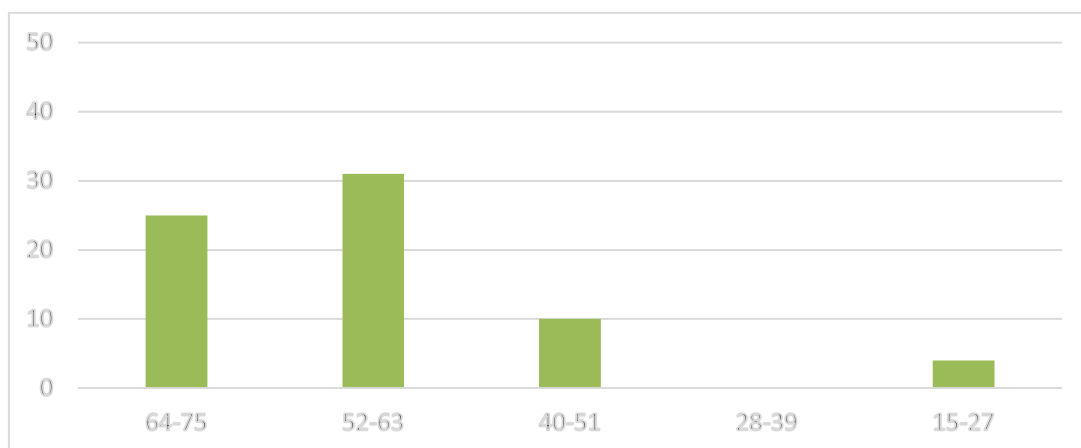


Figure 1. Implementation of Pancasila student profile

Figure 1 shows the data obtained from the questionnaire results of class X and class XI students. Every student in class X and class XI fills out a questionnaire that has been made according to their circumstances, with a scale of 5-1, ranging from strongly agreeing to disagree strongly. From the data above, the results for the very high category are intervals 67-75, the high category at intervals 52-63, the medium category is at intervals 40-51, the low category is at intervals 28-39, and the lower category is at intervals 15-27.

For the very high category, it was at intervals of 67-75 with a frequency of 25 respondents. For the high category, it was at intervals of 52-63 with a frequency of 31 respondents. For the medium category, it is at an interval of 40-51 with a frequency of 10 respondents. For the low category it is at intervals of 28-39 in the absence of respondent frequency and for very low categories it is at intervals of 15-27 with a frequency of 4 respondents. It can be concluded that the implementation of strengthening the profile of Pancasila students in class X and class XI of a senior high school in Pandeglang, Indonesia, is in the moderate category.

Before implementing the independent curriculum, Indonesia had implemented the curriculum 2013. The characteristics of the curriculum 2013 place more emphasis on developing students' attitudes, knowledge, and skills and applying them in various situations in schools and communities. So that it can create human resources that can deal with the country's problems (Sari and El Islami, 2022). Then the curriculum changed to an independent curriculum expected to restore the crisis of the Indonesian education system during the Covid-19 pandemic (Rizki & Fahkrunisa, 2022).

Independent Curriculum is a curriculum that provides opportunities for teachers to be more creative in learning activities. In the era of independent curriculum, students learn more independently in achieving learning goals, methods, materials, and evaluations. Learning evaluation activities can make teachers' intermediaries realize educational goals in the era of independent curriculum learning (Elfira et al., 2022). The learning method in the independent curriculum has an urgent situation because, at that time, there was a Covid-19 pandemic, so a technique that combines face-to-face learning and virtual learning through blended learning methods is needed (Maipita et al., 2021). According to many teachers, the independent curriculum can be used to find the best learning style based on student abilities. In addition, students should have the initiative to learn independently based on their interests and skills without relying on others (Pertiwi and Pusparini, 2021).

Pandeglang Senior High School, Indonesia, has implemented an independent curriculum since 2021. The application of the independent curriculum, it focuses more on

student independence (student center). The Minister of Education said that implementing an independent project-based curriculum requires soft skills and character that are adjusted to each school (Munte 2022). A senior high school in Pandeglang, Indonesia, is one of the activator schools in Pandeglang District with activator teachers who differentiate their learning. This differentiated learning is one of the strategies in the activator teacher program module. Differentiated learning emphasizes that each student has their own uniqueness. Hence, the application of differentiated learning aims to achieve the needs of students with various interests and talents and different ways of learning. A new program activator teacher was implemented during the independent curriculum, which was implemented by the Ministry of Education and Culture of Research and Technology as a new program (Faiz and Anis, 2022). The implementation of the independent curriculum at senior high school in Pandeglang, Indonesia, began in 2021, where initially, it was only applied to class X. In 2022, it has also begun to be applied to class XI, but class XII still uses the curriculum 2013. Merdeka Curriculum is a curriculum that uses compound learning. This curriculum races on essential content so students can explore concepts and strengthen competencies with sufficient time. In addition, the Independent Curriculum is a crucial part of efforts to restore learning from the crisis that we have long experienced (Nurani et al., 2022).

As an application of differentiated learning at a senior high school in Pandeglang, Indonesia uses an independent curriculum. A senior high school in Pandeglang, Indonesia applies project to strengthen Pancasila student profile activities which are adjusted using seven themes. There are several themes of project to strengthen Pancasila student profile activities, including sustainable lifestyle, the voice of democracy, engineering, and technology to form the Republic of Indonesia, build the soul and body, Bhineka Tunggal Ika, local wisdom, and entrepreneurship. The seven themes are rules derived from the Ministry of Education and Culture of Higher Education, which are developed in line with priority issues that align with the 2020-2035 education roadmap, Sustainable Development Goals, and other relevant documents (Wijayanti & Fitri, 2022). The project to strengthen Pancasila student profile activity at senior high school in Pandeglang, Indonesia, has carried out several themes: sustainable lifestyle, Building a body spirit, Entrepreneurship based on local wisdom, the voice of democracy, and anti-bullying. project to strengthen Pancasila student profile activities are helpful for students because students get the opportunity to learn more and do knowledge as a process of strengthening character. Students have the opportunity to learn more from the surrounding environment or places around them. Project activities can also



inspire students in the form of contributions and impacts on their surroundings (Sufyadi S. 2022).

The project to strengthen Pancasila student profile activity is contextual-based learning and interacts with the environment around students. The project to strengthen Pancasila student profile activity, of course, emphasizes the application of the Pancasila student profile. The Pancasila Student Profile is applied to cultural standards in schools, intracurricular learning, and co-curricular and extracurricular activities that contain achievements to create character and skills that are expected in daily activities and are instilled in each student. School culture is a requirement of the school environment, guidelines, relationship patterns, and communication and regulations implemented by the school. Intracurricular is a learning activity that contains the learning process in the classroom or room. Extracurricular means an activity that can be done outside of academic learning to increase the interests and talents of students (Rahayuningsih, 2022).

The project to strengthen Pancasila student profile activities are carried out through two stages before displaying a project output, namely the conceptual and contextual stages. Conceptual learning is learning about various basic elements in a scientific structure whose scope is wider to get new knowledge (Simangunsong I.T., Dede P.D. 2020). Contextual learning aims to train the safe learning of concepts, where students experience firsthand related concepts in daily life in society. In addition to the material, students can also connect with real-life found so that the learning can be tightly explored so that students don't use practically forgetting memory in their learning. In the end, students can realize the existence of connections between materials and their functions in everyday situations (Brinus et al. 2019).

Ki Hajar Dewantara stated that learning activities need to be accompanied by interaction with the surrounding environment. This aims to make students more sensitive, caring, and able to solve problems that will be faced in the surrounding environment. One way to solve the problem is through group discussions. This is applied so that each group can display or produce a project according to the theme used. Group learning is also cooperative learning, which is learning by forming a team or group to achieve a goal. All group members should contribute to the learning process to achieve the learning objectives. Therefore, the success criteria for this learning are also determined by the success of the group (Hasanah 2021).

## **CONCLUSION**

Based on the research results, the project to strengthen Pancasila student profile activity is an implementation of differentiated learning in an independent curriculum where this

activity is the development of skills and self-potential through 2 stages. The project to strengthen Pancasila student profile activity aims to improve student skills by producing various projects adjusted to the Pancasila Student Profile and seven themes regulated by the Indonesian Ministry of Education, Culture, Research, and Technology. From the data obtained, it is concluded that this project to strengthen Pancasila student profile activity is carried out in two stages, including the conceptual and contextual stages. At the conceptual stage, teachers provide literature and student worksheets as learning resources and provide theme direction to students, which include a sustainable lifestyle, the voice of democracy, engineering, and technology to build the Republic of Indonesia, build the soul and body, Bhineka Tunggal Ika, local wisdom, and entrepreneurship. Then, at the contextual stage, students carry out field activities per the theme. Based on the analysis of the questionnaire analysis of the application of the Pancasila student profile, get high score results. This means that the application of the Pancasila student profile has been implemented out well.

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