

## **The Implementation of the Independent Curriculum through Independent Project on Sustainable Lifestyle Theme for Grade 10 Students**

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### **Abstract**

This study aimed to determine the implementation of the Independent Curriculum project with the theme of a sustainable lifestyle in class X at one of the senior high schools in Pandeglang, Indonesia. The method used in this research is descriptive research through a qualitative approach with data collection techniques, namely questionnaires of 140 sample class X students at one of the senior high schools in Pandeglang, Indonesia. The independent curriculum is an intracurricular learning curriculum that gives students more time to explore concepts and competencies. One of the programs from the Independent Curriculum is Pancasila Student Profile Strengthening Project, or the Pancasila Student Profile Strengthening Project, with the theme of a sustainable lifestyle. Pancasila Student Profile Strengthening Project activities in this independent curriculum have a positive impact. Based on the research results, 70.7% of class X students agreed that implementing Pancasila Student Profile Strengthening Project with the theme of a sustainable lifestyle had an impact and was effective for students in caring for the environment.

Keywords: Independent Curriculum, Projects, Pancasila Student Profile Strengthening Project, Sustainable Lifestyle

### **INTRODUCTION**

Education is the most important thing to determine the nation's progress and the quality of human resources. Education can create creative and innovative ideas in today's world. Improving the quality of education requires curriculum development. Many changes and improvements to the curriculum have been made in 1947, 1964, 1968, 1973, 1975, 1984, 1994, and 1997 as a revision of the 1994 curriculum, Competency-based Curriculum, Education Unit Level Curriculum, Curriculum 2013, and Revised Curriculum 2013 (Ulinniam et al., 2021). Currently, a new curriculum has been implemented, namely the Merdeka Curriculum. The value of this curriculum is to provide comfort, tranquility, and freedom in working with students, which aims to enable them to show their talents. In addition, the independent curriculum also provides freedom and creativity to students in thinking (Rahayu et al., 2022). The independent curriculum will be more optimal due to intracurricular learning so students can explore concepts and competencies. Teachers can also use various learning tools according to students' needs and interests (Fauzi, 2022; Wulandari & Sutajaya, 2022).

There are three paths to implementing the independent curriculum: independent learning, change, and sharing. In implementing the independent curriculum in the independent learning pathway, principals and teachers apply the components or principles of the independent

curriculum while still using the education unit curriculum being implemented. In implementing the independent curriculum in the independent change pathway, principals and teachers, starting in the 2022/2023 school year, implement the independent curriculum using the teaching tools provided in the education unit. While implementing the independent curriculum in the independent sharing pathway, principals and teachers in the 2022/2023 school year implement the independent curriculum with their development and various teaching tools in the education unit (Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, 2022).

Although it is not a driving school, one school implements an Independent Curriculum in Pandeglang, Indonesia. In 2022, one of the senior high schools in Pandeglang, Indonesia, participated in implementing an independent curriculum with an independent learning path so that grades 11 and 12 continued to use the Curriculum 2013. The implementation of the independent curriculum requires students to be able to create and implement a project. One of the project activities is to carry out the Pancasila Student Profile Strengthening Project, which aims to improve Pancasila Profile skills and students' potential so that the Pancasila Student Profile is achieved. The Pancasila learner profile comprises 6 indicators: noble character, independence, critical reasoning, creativity, cooperation, and global diversity. Implementing Pancasila Student Profile Strengthening Project activities is one of the applications of differentiated learning because it can improve students' skills, and the activities provide freedom of learning to make the learning process more active. Pancasila Student Profile Strengthening Project activities also place the teacher as a facilitator who helps foster the level of confidence of students in their work and helps students to know their talent interests (Saraswati et al., 2022). The Pancasila Learner Profile Strengthening Project has a theme that aligns with current issues. The theme used in the odd semester in implementing this Pancasila Student Profile Strengthening Project activity is a sustainable lifestyle.

According to Indonesian Dictionary, sustainability can be maintained at a certain level or speed. So the process of life carried out by each individual and group in preserving and maintaining a sustainable lifestyle ecosystem as an attitude is the meaning of a sustainable lifestyle. In an ecological context, this is explained as an environmentally friendly system so that the system can maintain processes or cycles at a level that can continue on its own. The UN World Commission on Environment and Development defines sustainability as an effort to enable the world today to meet its needs without compromising the ability of future generations to meet their own needs. Adopting a sustainable lifestyle by avoiding the exploitation of natural resources is one way to keep ecological harmony in balance. The concept of sustainable

lifestyles in schools prioritizes sustainability to be able to reduce or reduce the adverse effects caused by a system on school arrangements and waste management so as not to cause health problems and reduce environmental pollution.

According to the United Kingdom, a Sustainable lifestyle is a lifestyle that cares about the environment and is aware of the consequences of choices made so that there is less negative potential. Sustainable lifestyles are about caring for the environment and how to think about society and involve health, welfare, education, and community development. Pancasila Student Profile Strengthening Project research can improve students' skills and produce various products by the themes regulated by the Ministry of Education and Culture (Saraswati et al., 2022). However, research needs to discuss the application of independent curriculum projects on sustainable lifestyles in class X. Therefore, this study aims to describe the application of the independent curriculum project with the sustainable lifestyles theme in class X.

## **METHOD**

The design of the independent project began with designing or forming a Pancasila Student Profile Strengthening Project activity facilitator team consisting of 24 educators to plan, implement, and evaluate the Pancasila Student Profile Strengthening Project. Next, the team identified the school's initial readiness for project-based learning. Ready schools then determine the dimensions and themes of the project to be implemented. The school plans to prepare three dimensions to be developed in one school year. The theme applied is a sustainable lifestyle. The determination of dimensions and themes is adjusted based on the conditions and needs of the school.

Furthermore, the facilitator team began to develop new modules or modules from the government according to the school's needs. After developing the module, the facilitator team designed a strategy for implementing the project result report. Implementing Pancasila Student Profile Strengthening Project activities with the theme of sustainable lifestyles has several series, namely introducing sustainable lifestyles so that students can know the meaning or meaning of sustainable lifestyles. Then students are also directed to habituate a sustainable lifestyle so that students get used to living healthy and clean. Students are also given material on handling organic or inorganic waste and its environmental impact if improperly managed.

This research was conducted using samples from one of the senior high schools in Pandeglang, Indonesia. This research was conducted in November 2022 with the method used, namely descriptive research through a qualitative approach to find out how the implementation of Pancasila Student Profile Strengthening Project with the theme of sustainable lifestyle at one of the senior high schools in Pandeglang, Indonesia. The data collection instrument used,

namely the survey method with a questionnaire technique given to students of class X through Google Forms. The questionnaire is a closed questionnaire with a presentation of questions and limited answer options. The method used in the questionnaire, namely the multiple choice method, contains questions with alternative answers in the form of yes, maybe, and no. In addition, the short answer method is also used. In addition, the short answer method is also used with answers in the form of paragraphs to find out criticism and suggestions from students. The samples obtained from the research results were used as data sources and were selected using a probability sampling technique of simple random sampling type. This technique provides equal opportunities for each population to become respondents or samples in the study so that the success of implementing Pancasila Student Profile Strengthening Project with the theme of a Sustainable Lifestyle can be known (Azora, 2021).

## RESULTS AND DISCUSSION

Based on the data obtained in this study, there were 140 respondents as a sample of class X students at one of the senior high schools in Pandeglang, Indonesia, who had participated in Pancasila Student Profile Strengthening Project activities in the independent curriculum with the sustainable lifestyles theme.

Table 1. Gender of Respondents

Gender	Frequency	Percentage
Male	49	35%
Female	91	65%
Total	140	100%

Based on the results of the respondents, there are 49 male variables with a percentage of 35%. While there are 91 female variables with a percentage of 65%.

Table 2. Implementation of Pancasila Student Profile Strengthening Project Activities

Variable	Frequency	Percentage
Always participate in activities	111	79.3%
Rarely participate in activities	29	20.7%

Did not participate in activities	0	0%
Total	140	100%

The questionnaire results in the implementation of Pancasila Student Profile Strengthening Project activities show that students who consistently follow a series of Pancasila Student Profile Strengthening Project activities at school 111 with a percentage of 79.3%, students who rarely follow a series of Pancasila Student Profile Strengthening Project activities at school 29 with a percentage of 20.7%, and there are no students who do not follow a series of Pancasila Student Profile Strengthening Project activities at school.

Table 3. Seriousness in participating in Pancasila Student Profile Strengthening Project activities

Variable	Frequency	Percentage
Always serious	111	79,3 %
Rarely serious	28	20 %
Not serious	1	0,7 %
Total	140	100 %

From the questionnaire results, it is known that there are students who are always serious about participating in a series of Pancasila Student Profile Strengthening Project activities at school, as many as 111 with a percentage of 79.3%, students who are rarely serious about participating in a series of Pancasila Student Profile Strengthening Project activities at school, as many as 28 with a percentage of 20%, and students who are not serious in participating in a series of Pancasila Student Profile Strengthening Project activities at school as many as one people with a percentage of 0.7%.

Table 4. Understanding of Sustainable Lifestyle

Variable	Frequency	Percentage
Understand	104	74,3 %
Less understood	33	23,6 %
Do not understand	3	2,1 %
Total	140	100 %

Based on Table 4, students who understand the meaning of a sustainable lifestyle in Pancasila Student Profile Strengthening Project activities 104 with a percentage of 74.3%,

students who do not understand are 33, with a percentage of 23.6%, and students who do not understand are 3, with a percentage of 2.1%.

Table 5. Influence of "Sustainable Lifestyle" in Daily Life

Variable	Frequency	Percentage
Affected	99	70,7 %
Less influential	35	25 %
Not affected	6	4,3 %
Total	140	100 %

Table 5 shows the influence of the "Sustainable Lifestyle" project in everyday life. There are 99 students, with a percentage of 70.7%, as many as 35 students, with a percentage of 25%, have less influence with the Pancasila Student Profile Strengthening Project theme "Sustainable Lifestyle," and as many as six students, with a percentage of 4.3% have no effect with the Pancasila Student Profile Strengthening Project theme "Sustainable Lifestyle."

Table 6. Learners' awareness to throw garbage in its place

Variable	Frequency	Percentage
Always throw garbage in its place	109	77,9 %
Rarely throw garbage in its place	28	20 %
Do not throw garbage in its place	3	2,1 %
Total	140	100 %

Table 6 shows that in the implementation of Pancasila Student Profile Strengthening Project activities with the theme "Sustainable Lifestyle," 109 students a percentage of 77.9% always throw garbage in its place, 28 students a percentage of 20% rarely throw garbage in its place, and three students with a percentage of 2.1% do not throw garbage in its place.

Table 7. Awareness in Segregating Inorganic and Organic Waste

Variable	Frequency	Percentage
Always sort waste	26	18,6 %
Rarely sort waste	75	53,6 %
Do not sort waste	39	27,9 %
Total	140	100 %

Table 7 shows that in the implementation of Pancasila Student Profile Strengthening Project activities with the theme "Sustainable Lifestyle," as many as 26 students with a percentage of 18.6% always do sorting in disposing of waste, 75 students with a percentage of 53.6% rarely do sorting in disposing of waste, and 39 students with a percentage of 27.9% do not do sorting in disposing of waste.

Table 8. Effectiveness of Pancasila Student Profile Strengthening Project Activities on Environmental Care

Variable	Frequency	Percentage
Effective	99	70,7 %
Less effective	36	25,7 %
Not effective	5	3,6 %
Total	140	100 %

Based on the results of the questionnaire, it can be seen that 99 students, with a percentage of 70.7%, stated that Pancasila Student Profile Strengthening Project activities with the theme "Sustainable Lifestyle" were effective in increasing environmental care, 36 students, with a percentage of 25.7% indicated that they were less effective in increasing environmental care, and as many as five students with a percentage of 3.6% stated that Pancasila Student Profile Strengthening Project activities with the theme "Sustainable Lifestyle" were not effective in increasing environmental care.

In the implementation of the independent curriculum, there is one of the learning materials, namely Pancasila Student Profile Strengthening Project. The cultivation of Pancasila Student Profile Strengthening Project values in each student focuses on cultivating the character and ability of students. Character cultivation aims for students to have a noble personality, intelligence, competitiveness, cooperation, love for the country, adaptability to surrounding conditions, and skills to live independently. This is done based on Pancasila by having a strong soul and devotion to God Almighty (Nurhayati et al., 2022). This can be implemented in everyday life; students can learn through school culture, intracurricular and extracurricular learning, and projects to strengthen the profile of Pancasila students and work culture (Rahayuningsih, 2022). The Pancasila profile strengthening project is developed based on themes set by the government, and this project is not directed to achieve specific learning outcome targets, so it is not tied to subject content (Chamisijatin et al., 2023). This Pancasila Student Profile Strengthening Project activity has a project-based learning approach. Project-based learning is centered on learners working on a project of a particular problem so that

learners can carry out investigations and problem-solving to complete the project to achieve attitude, knowledge, and skills competencies. Therefore, project-based learning is very innovative in independent learning (Wasimin, 2022). However, projects in Pancasila Student Profile Strengthening Project are more flexible regarding more interactive learning activities (Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, 2021). The Ministry of Education, Culture, Research and Technology of the Republic of Indonesia develops seven themes in each project implemented in teaching units (Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, 2021), but these themes can change yearly according to existing issues' development. In the 2022/2023 academic year, the theme taken by the school at Pandeglang is a sustainable lifestyle under the current issue of "Sustainable Development Goals."

Based on the results of the research that has been conducted, a total of 79.3% of students of class X have implemented Pancasila Student Profile Strengthening Project activities. However, indications of problems show that as many as 23.6% of students need help understanding, and 2.1% of students need help understanding the concept of a sustainable lifestyle. This indicates a need to improve students' understanding of sustainable lifestyles through Pancasila Student Profile Strengthening Project activities. Furthermore, the results also show that Pancasila Student Profile Strengthening Project activities with the theme "Sustainable Lifestyle" positively influence daily life, with 70.7% of learners agreeing that sustainable lifestyle projects positively influence their lives. In addition, the study also revealed that most learners (77.9%) were aware of disposing of waste in its place. However, only a small proportion of learners (18.6%) consistently segregate organic and inorganic waste. This shows that further efforts are still needed to improve learners' understanding and awareness of waste segregation. Regarding the effectiveness of Pancasila Student Profile Strengthening Project activities, most learners (70.7%) thought that Pancasila Student Profile Strengthening Project activities with the theme "Sustainable Lifestyle" effectively increased environmental awareness. However, several learners (25.7%) consider this activity less effective, and a small number (3.6%) state that Pancasila Student Profile Strengthening Project activities are ineffective in increasing environmental awareness. This shows different perceptions and assessments from students on the effectiveness of Pancasila Student Profile Strengthening Project activities.

The Pancasila Student Profile Strengthening Project activities, are carried out in several stages, namely the conceptual and contextual stages. Conceptual learning is learning about the core of a broader scientific structure to gain new knowledge (Simangunsong, I. T., 2020). In



conceptual learning, students are invited to understand the relationship between these concepts, understand how these concepts are interrelated, and demonstrate critical thinking and reasoning in problem-solving so that students can develop a strong and flexible understanding of the concept rather than just memorizing facts or information (Gere et al., 2019). Meanwhile, contextual learning aims for students to create a relationship between learning material and real situations in the surrounding environment (Hamruni, 2015). According to Hudson et al. (2007), contextual learning is learning that helps teachers link subject matter with real-world situations and motivates students to connect knowledge and its application in the lives of learners as family members, citizens, and workers. This learning activity makes students more active and directly involved with the surrounding environment so that this becomes a reinforcement of various competencies in the Pancasila student profile (Rachmawati, N., A. Marini., 2022). Learning that interacts directly with the surrounding environment will make students more sensitive and caring and learn to solve problems that will be faced in the surrounding environment. And students can also link learning with real life so that students remember learning. This project activity provides learning flexibility so students can learn more flexibly according to the time needed.

The year 2022 was the first year at one of the senior high schools in Pandeglang that implemented the project. Of course, many challenges were faced, such as the inexperience of the facilitator team in making a series of Pancasila Student Profile Strengthening Project activities so that there were still irregular times and all parties related to Pancasila Student Profile Strengthening Project did not have a definite shadow in the activity. However, the mentor teacher can handle it by improvising in the classroom. In addition, the mentor teachers and the facilitator team conduct joint evaluations every day to improve the implementation of Pancasila Student Profile Strengthening Project.

There are several steps to improve the implementation of Pancasila Student Profile Strengthening Project activities at one of the senior high schools in Pandeglang. First, an important step is involving the facilitators and accompanying teachers in training and capacity building. Many teachers and facilitators need help understanding how to implement Pancasila Student Profile Strengthening Project even though it has been regulated in the Ministry of Education and Culture Decree No. 56 of 2022, so training is needed (Chamisijatn et al., 2023). This training is conducted by those who have experience in implementing the project. This is so that the team can understand the concepts, methods, and strategies that effectively teach and guide learners in Pancasila Student Profile Strengthening Project activities. Next, it is important to develop a clear and structured activity plan. This plan includes learning objectives, activities

to be carried out, resources required, and assessment and evaluation of activities. By having a clear plan, the mentor teachers and facilitator team can ensure that the Pancasila Student Profile Strengthening Project activities run well and align with the desired objectives.

The final step is to monitor and evaluate the implementation of Pancasila Student Profile Strengthening Project activities regularly. Mentor teachers and facilitator teams need to identify challenges faced, evaluate the effectiveness of learning strategies used, and improve activities based on feedback from learners and related parties (Cikka et al., 2022). By conducting regular monitoring and evaluation, teachers and the facilitator team can continuously improve the implementation of activities and achieve better results. By taking these steps, it is expected that implementing Pancasila Student Profile Strengthening Project activities at one of the senior high schools in Pandeglang can be more effective, positively impact, and increase students' understanding and awareness of sustainable lifestyles.

## CONCLUSION

The independent curriculum is the latest one that allows students to know their abilities and interests and is flexible in learning. One of the Independent Curriculum programs is Pancasila Student Profile Strengthening Project with the theme of sustainable lifestyles. Based on the results of the study, there is a description of Pancasila Student Profile Strengthening Project activities that positively impact class X students at one of the senior high schools in Pandeglang, Indonesia. As many as 70.7% of students agreed that the existence of Pancasila Student Profile Strengthening Project activities with the theme "Sustainable Lifestyle" is very effective for students to care about the environment. So that it can be declared successful in the implementation of Pancasila Student Profile Strengthening Project. This is in accordance with the objectives of the term sustainable lifestyle, namely, students can protect the surrounding environment, avoid exploitation of natural resources, and waste management to not cause health problems and reduce environmental pollution.

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