

Implementation of Merdeka Learning Curriculum with Pancasila Student Profile Strengthening Project at State Primary School

Gusri Andi Rahman¹, Tri Widayatsih², Nurlina²

¹SD Negeri 03 Ralau Alai, Organ Ilir, South Sumatra, Indonesia, ²Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: triwidayatsih@univpgri-palembang.ac.id

Article History: Received on 13 August 2024, Revised on 23 October 2024,
Published on 9 November 2024

Abstract: This study aims to describe the implementation of the Merdeka learning curriculum and the Pancasila student profile strengthening project, as well as the obstacles and impacts that arise from its implementation. This study uses a descriptive qualitative research method. The informants taken in this study were 5 people who were directly related to this study. The data collection techniques obtained were observation, interviews, and documentation in data analysis using data reduction, data presentation, and conclusions. The results of this study indicate that the implementation of the Merdeka learning curriculum and the Pancasila student profile strengthening project have been implemented in stages at SD Negeri 03 Rantau Alai and are running well as intracurricular and co-curricular learning. Problems that arise in the implementation of the Merdeka learning curriculum and the Pancasila student profile strengthening project are the lack of relevant reading books, teacher competence in the use of supporting technology, and limited internet access. All existing obstacles have been overcome by adding relevant reading books, conducting teacher training forming learning communities, and adding signal boosters (modems).

Keywords: Implementation, Merdeka Learning Curriculum, Pancasila Student Profile

A. Introduction

Since education is one of the most crucial determinants of a nation's progress and the caliber of its people resources, the educational process can generate original, creative ideas in response to the dynamics of contemporary development. One of these is curriculum creation, which is a tool used to raise educational standards (Novia et al., 2023). Education today disregards character education in favor of knowledge and mastery of scientific concepts. Moral norms learned in school through moral or ethical education are becoming less and less common. The majority is beginning to overlook the influence that education can have on an individual's conduct. According to Munandar, "the curriculum is the heart of

education that determines the progress of education” Munandar (2017), hence the implementation of the curriculum will demonstrate the proper education policy. The curriculum, by Law No. 20 of 2003, “is a set of learning plans related to the objectives, content, teaching materials and methods used and used as guidelines in organizing learning activities to achieve a national education goal.”

At the moment, character education is neglected in favor of intelligence and knowledge of scientific concepts in education (Peterson, 2020). Moral standards learned in school through moral or ethical education are being abandoned more and more. The majority is beginning to overlook the influence that education can have on an individual’s conduct. The failure of education to create a generation of morally upright children is its greatest shortcoming (Huo & Xie, 2021). Indonesia’s educational system is crucial to the country’s social, cultural, and economic advancement. Elementary, secondary, and higher education levels are all part of Indonesia’s educational system. SMP lasts three years and SD lasts six years. SMA or SMK are the three years of secondary education. Colleges and universities are considered to be part of higher education. A national curriculum that covers a variety of disciplines, including science, math, history, English, and Indonesian, is used at the elementary and secondary school levels. Additionally, there are religious courses that are tailored to each student’s personal beliefs. In Indonesia, the Ministry of Education and Culture is in charge of schools.

The standard of education in a nation can be used to gauge its level of success (Hanushek, 2020). The extent to which a nation has achieved success can be used to gauge its quality, claim (Utamy et al., 2020). The quality of a nation’s citizens increases with the level of education attained by its citizens (Boeren, 2019). For this reason, education plays a crucial role in a nation’s success. The curriculum is crucial in the field of education (Ennis, 2018). The proper learning objectives will not be met by students if the curriculum is not adequate. As time passes, the curriculum is always evolving. It is intended that each student will be able to successfully adjust to society in the future, and everything is tailored to the needs of students in their different eras. Teachers who are having difficulty in the classroom need to be aware of the curriculum and all of its nuances (Manz & Suárez, 2018). “The curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals”, according to Law Number 20 of 2003 concerning the National Education System. According to this interpretation, the curriculum has two components: the first is the structure and organization of the goals, subject matter, and instructional resources; the second is the approach used to the learning exercises.

The government of Indonesia has updated the 2013 curriculum to the Merdeka Curriculum as part of several initiatives to raise the standard of education,

particularly in terms of quality. Since 2022, the Merdeka Curriculum has been in place. The 2013 curriculum, which appeared complex and was unable to satisfy students' competency achievements, is intended to be simplified by this curriculum. In Indonesia, the Merdeka Curriculum is being implemented at an ever-increasing scale. More than 105 thousand schools or educational units have adopted the Merdeka curriculum, according to the Decree of the Head of the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 022/H/KR/2023 concerning Educational Units Implementing the Merdeka Curriculum in the 2023/2024 Academic Year. Several changes have been made to curriculum development since 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997 (revision of the 1994 curriculum), 2004 (competency-based curriculum), 2006 (education unit level curriculum), 2013, and again in 2018 (Rahayu et al., 2022). The Merdeka Learning Curriculum is an educational design that holds a highly strategic position in all facets of Indonesian educational activities, according to the Ministry of Education, Culture, Research, and Technology (Faiz et al., 2022).

The Merdeka Curriculum is a curriculum with diverse intracurricular learning (Mauliddina & Irianto, 2023). Where the learning content will be more optimal so that students have enough time to explore concepts and strengthen competencies. On the other hand, teachers have the freedom to choose various teaching tools. Thus, learning can be adjusted to the learning needs and interests of students. The Merdeka Curriculum (formerly known as the prototype curriculum) was created as a more adaptable curriculum framework with an emphasis on student competencies, character development, and essential materials to support the vision of Indonesian education and the learning recovery effort (Hadi et al., 2023). To establish a different learning environment that is comfortable for both teachers and students, the Merdeka Learning Curriculum was created. It also adjusts to current advancements in education (Hasim, 2020).

According to Ki Hajar Dewantara, education is a place to sow the seeds of culture (Suprayogi & Wiratomo, 2019). Education directs the character education of the nation so that it can create civilized humans (Syahrul et al., 2023). Ki Hadjar Dewantara's statement sounds very warm and noble in the context of national education. However, in reality, its implementation has not been optimal in the current education system. According to Nadiem Makarim, the basic concept of choosing Merdeka learning is that he was inspired by the philosophy of K.H. Dewantara with an emphasis on independence and independence (Fuadi, 2022). Therefore, to realize the goals of national education, the Merdeka Curriculum and its innovations, such as the Pancasila Student Profile Strengthening Project, have been introduced. This project is considered one of the tools to achieve various targets in the Pancasila Student Profile. In practice, the hope is that this project will provide

opportunities for students to 'experience knowledge' as part of the process of strengthening their character while learning directly from their social environment.

Based on a particular theme established by the government, the project aims to improve the attainment of the Pancasila student profile. The project is not related to the subject matter because it is not focused on reaching specific learning attainment goals. To improve different abilities in the Pancasila Student Profile, P5 involves cross-disciplinary learning through observation and problem-solving in the surrounding environment. It is also taken into consideration in line with the Pancasila student profile, according to Character Development (Rachmawati et al., 2022). A project is a series of activities designed to achieve a specific goal by examining a challenging topic. The project is designed so that students can conduct investigations, solve problems, and make decisions (Utari & Afendi, 2022). Students work within a scheduled period to produce a product or action. Based on the Guidelines of the Ministry of Education, Culture, Research, and Technology Number 56 of 2022, the Pancasila Student Profile Strengthening Project is a co-curricular activity that focuses on a project approach to strengthen efforts to achieve competencies and characters in accordance with the Pancasila Student Profile which is based on the Graduate Competency Standards.

The implementation of the Pancasila Student Profile Strengthening Project is carried out flexibly in terms of content, activities, and implementation time. The design of this project is distinct from that of the main curriculum. The project's goals, resources, and educational activities don't need to be directly connected to those of the core curriculum. It is anticipated that the Pancasila student profile strengthening project, one of the ways to accomplish the Pancasila student profile, will give students the chance to "experience knowledge" as a way to develop their character and to gain insight from their environment. Educational institutions have the flexibility to involve the community or the world of work in the planning and implementation of the Pancasila Student Profile Strengthening Project by what Mr. Ki Hajar Dewantara aspired to. In line with that, SD Negeri 03 Rantau Alai has implemented the Merdeka Curriculum in its school with the Pancasila Student Profile Strengthening Project (P5 gradually in Grades 1 and 4. SD Negeri 03 Rantau Alai is located in Ogan Ilir Regency, South Sumatra Province. This school is approximately 20 km from the city center of Ogan Ilir Regency in Inderalaya. SD Negeri 03 Rantau Alai has 6 classes, 62 students, and 12 teachers. The distance of the school from the city center results in the school having limited access to transportation and internet signals.

In the implementation of the Merdeka curriculum at SD Negeri 03 Rantau Alai, was implemented with the Mandiri Berubah option so that educational units were given flexibility when implementing the Merdeka Curriculum by using teaching tools that had been provided at the educational unit. The material taught was obtained from

Bupena books and other supporting books, in addition, teachers can also access materials and teaching tools from the Merdeka Mengajar Platform (PMM) provided by the Ministry of Education and Culture. In the implementation of learning, there are still many shortcomings due to limited signal access at school which results in teachers and students still having difficulty accessing materials in the form of content and IT. Therefore, we took the title Implementation of the Merdeka Curriculum with the Pancasila Student Strengthening Project at Primary School.

B. Methods

This research was conducted at SD Negeri 03 Rantau Alai. This study employs a naturalistic qualitative approach, which aims to present reality as it exists within the teacher's surroundings. The quantitative research paradigm is interpretative and constructivist, according to (Chourmain, 2006). A qualitative approach, according to Lim (2024) is a research and comprehension process grounded in a technique that looks into human issues and social phenomena. The research was conducted using observation, interviews, and documentation with selected sources who are directly related to the Implementation of the Merdeka Learning Curriculum and the Pancasila Student Profile Strengthening Project. In this study, the core informants were the Principal of SD Negeri 03 Rantau Alai, Class 1 and Class 4 Teachers, PAI Teachers, and the Coordinator of the Pancasila Student Profile Strengthening Project (P5). In collecting data in this study, the following data collection techniques were used:

1. Observation, according to Sidiq & Choiri (2019) the core of observation is the existence of visible behavior and the existence of goals to be achieved.
2. Interviews, one method for gathering research data is conducting interviews. In order to gather information from relevant informants, interviews include two-way contact. According to Yusuf, (2017), an interview is a process or event in which the interviewer and the subject of the interview communicate directly or ask direct questions concerning the subject of the study. The researcher selected a guided free interview as the method.
3. Documentation, according to Djam'an Satori in Sidiq & Choiri (2019), is a method of gathering data that is not specifically focused on the research topic.

C. Results and Discussion

As a choice for educational units in learning recovery, the Ministry of Education, Culture, Research, and Technology has released a policy for the creation of an Merdeka learning curriculum. There are numerous barriers to learning in Indonesian schools and educational institutions as a result of the COVID-19 pandemic. To transform the 2013 curriculum into a Merdeka learning curriculum, Kemendikbudristek issued a policy that was implemented gradually rather than all at once. The Ministry of Education, Culture, Research, and Technology's policy,

which gives educational units flexibility in implementing the autonomous learning curriculum in their schools, is the reason for this.

The implementation of the Merdeka learning curriculum also received support from the central government in the form of a strategy for implementing the Merdeka learning curriculum in each educational unit by issuing the Merdeka Mengajar Platform. This is expected to help teachers in preparing teacher needs and understanding the Merdeka Learning Curriculum quickly and anywhere. Therefore, for these reasons, researchers used them as a basis for conducting research on the implementation of the Merdeka learning curriculum and the Pancasila student profile strengthening project at SD Negeri 03 Rantau Alai.

The Merdeka Curriculum and the Pancasila Student Profile Strengthening Project are two important initiatives in Indonesian education that aim to strengthen the nation's character through education (Nurhayati et al., 2022). The Merdeka Curriculum carries a more flexible and relevant educational concept to the needs of the times, while the Pancasila Student Profile Strengthening Project aims to strengthen national values and Pancasila character in the younger generation. The strengthening of the Pancasila student profile project is currently being implemented in educational units through the school mover program at both elementary, junior high, and high school/vocational school levels. One way that the School Mover Program aims to improve the quality of education in schools is by implementing a prototype curriculum (Syafi'i, 2021). The implementation of the Merdeka learning curriculum and the Pancasila student profile strengthening project at SD Negeri 03 Rantau Alai, the challenges encountered during the implementation process, and the effects that resulted.

The process of implementing the Merdeka learning curriculum and the Pancasila student profile strengthening project at SD Negeri 03 Rantau Alai

The Merdeka learning curriculum which is a policy of the Ministry of Education, Culture, Research and Technology which started in 2021 and is applied to the driving school provides support in the form of a strategy for implementing the Merdeka learning curriculum. There are several ways that schools can apply to understand the implementation of the Merdeka curriculum in their educational units, namely; (1) Merdeka learning curriculum adoption route, (2) webinar series, (3) assistance service center, (4) Merdeka Mengajar Platform, (5) Learning Community, and (6) Resource persons sharing good practices. Overall, it will be explained as follows:

1. Merdeka Learning Curriculum Adoption Route

This strategic approach is to help educational units know their readiness as a basis for determining the implementation of the Merdeka learning curriculum and provide regular feedback (for 3 months) to map the need for adjustments

to support the implementation of the Merdeka learning curriculum and the Pancasila student profile strengthening project from the central government and local governments. This approach has been carried out by SD Negeri 03 Rantau Alai by conducting observations and preparations before the implementation of the Merdeka learning curriculum at SD Negeri 03 Rantau Alai. In addition, the school implements the Merdeka learning curriculum with the option of changing Merdekaly, which means that the school implements the Merdeka learning curriculum by fully utilizing the Merdeka Mengajar platform prepared by the Ministry of Education, Culture, Research, and Technology. Choosing CP, TP, ATP, teaching tools, assessments, and so on this platform, which also contains all the needs needed by schools to implement the Merdeka Curriculum.

2. Webinar Series

This approach uses information and communication technology that functions in conducting Merdeka training for the Merdeka curriculum that can be accessed online by teachers and education personnel to facilitate the implementation of the Merdeka learning curriculum and the Pancasila student profile strengthening project at SD Negeri 03 Rantau Alai accompanied by learning resources in the form of videos, podcasts, ebooks that are distributed online through storage media. In this approach, teachers at SD Negeri 03 Rantau Alai have Merdekaly participated in the webinar series held by the central government and local governments. It is expected that by participating in the webinar series, the understanding of the principal and teachers at SD Negeri 03 Rantau Alai will increase.

3. Helpdesk

In this strategy, the government provides a helpdesk for educational units or teachers who do not know or do not understand the Merdeka learning curriculum.

4. Merdeka Mengajar Platform

This approach uses information and communication technology that functions to provide a variety of assessment options and teaching tools (books, texts, teaching modules, project examples, curriculum examples) in digital form that can be used by educational units in carrying out learning based on the Merdeka learning curriculum. This strategy has been implemented at SD Negeri 03 Rantau Alai, and all teachers have activated their learning accounts on the Merdeka Merdeka platform. Teachers can download teaching tools and teaching modules on the Merdeka Merdeka platform provided by the Ministry of Education, Culture, Research and Technology. SD Negeri 03 Rantau Alai periodically holds meetings to share good practices and sharing in the use of the merdeka Merdeka platform.

5. Learning Community

The learning community was formed by teachers of SD Negeri 03 Rantau Alai as a forum for sharing good practices or learning together to understand the Merdeka learning curriculum and the Pancasila learning profile strengthening project at SD Negeri 03 Rantau Alai.

6. Resource persons share good practices

This approach is used in providing Merdeka learning curriculum resource persons from the district and center. Dissemination is carried out in the form of seminars, webinars, technical guidance, workshops, meetings, and face-to-face. Based on the description above, it can be concluded that the activities in preparation for the implementation of the Merdeka learning curriculum and the Pancasila student profile strengthening project at SD Negeri 03 Rantau Alai have been carried out well.

The learning process of the Merdeka learning curriculum and the project to strengthen the profile of Pancasila students at SD Negeri 03 Rantau Alai

The development of the Merdeka learning curriculum is carried out flexibly and focuses on essential materials and character development of students (Fauzan et al., 2023). In the Merdeka learning curriculum learning process and the Pancasila student profile strengthening project which aims to develop soft skills and character by the 6 dimensions of the Pancasila student profile. Through school culture, intracurricular learning, co-curricular activities, and extracurricular activities that emphasize character development and abilities that are developed in daily life and brought to life in each individual, the Pancasila student profile can be implemented (Susanti et al., 2023). Students' interests and talents can be developed through extracurricular activities (Rahayuningsih, 2022). Teachers implement differentiated learning based on each student's needs and abilities in the Merdeka learning curriculum, which emphasizes essential materials to give students and teachers ample time for in-depth learning of fundamental competencies like literacy and numeracy. Two important initiatives in the transformation of Indonesian education for a better future are the Pancasila Student Profile Strengthening Project and the Merdeka Curriculum. Indonesia can build a resilient and fiercely competitive youth at the global level by fusing national values with the skills necessary to meet global problems.

Educational units must carry out the stages of intracurricular learning and assessment planning to realize learning in the differentiated and student-focused Merdeka learning curriculum, according to the Ministry of Education, Culture, Research, and Technology's assessment and learning center's 2021 assessment and learning guide for elementary and secondary education. Preparing learning

objectives and learning objective flows, analyzing learning achievements, developing teaching modules, adjusting learning to student characteristics and achievement stages, planning, implementing, and processing formative and summative assessments, reporting learning progress, and evaluating learning and assessment are the seven steps of learning and assessment planning.

Obstacles that arise in the Merdeka learning curriculum and the project to strengthen the profile of Pancasila students

The Merdeka learning curriculum by the government is designed to be more flexible and it is hoped that the Merdeka learning curriculum and the Pancasila student profile strengthening project, can answer future challenges in the world of education. However, in reality, there are still many obstacles or constraints that arise in the implementation of the Merdeka learning curriculum. Obstacles that come usually come from within or outside the educational unit such as the principal, teachers, students, or from the educational unit itself. Additionally, Novalita (2022) underlined that the autonomous curriculum had a substantial impact on teacher performance, as did the principal's leadership. The effectiveness of the principal's leadership is directly tied to how well teachers accomplish their jobs. This is positive, but since teachers are crucial to reaching school goals, their performance in the classroom still needs to be enhanced. The challenges that pupils face are typically caused by their poor reading and numeracy skills. This is because, as we all know, learning has become increasingly common online after being impacted by COVID-19 for about two years. Students use cell phones and other electronic gadgets to learn from home, but the internet signal is erratic there as well. Additionally, teachers themselves face challenges like their inability to use technology, even though the Pancasila student profile strengthening project and the Merdeka learning curriculum are nearly identical to technological advancements. As a result, teachers need to become more adept at navigating these changes.

However, the school has made an effort to supply the required books and infrastructure to support the implementation of the Merdeka learning curriculum at SD Negeri 03 Rantau Alai. Other challenges include inadequate internet access, a lack of facilities and infrastructure, and a lack of references for students to read books. There are a number of barriers that could prevent the Merdeka Curriculum and the Pancasila Student Profile Strengthening Project from effectively enhancing Indonesia's educational system and developing students' moral character.

While there are some challenges in implementing the Pancasila Student Profile Strengthening Project and the Merdeka Curriculum, overcoming these challenges will be crucial to its success. To make sure that education in Indonesia not only creates people who are intellectually gifted but also have strong morals that align with the country's values, collaboration between the government, educational

institutions, the community, and other relevant stakeholders is required. Active student participation at every step of the project, complete school and associated party support, and teacher preparedness in creating and carrying out innovative and interactive activities are the success elements for implementing Pancasila student profile strengthening project (Wijayati, 2023). Another opinion also explains that Based on the results of the study, it can be concluded that the implementation of the Merdeka Curriculum is currently still experiencing several obstacles. Including; Teachers who still have experience with low learning independence, limited references, access to learning is not evenly distributed, time management, and so on.

The impact of implementing the Merdeka learning curriculum and the Pancasila student profile strengthening project at SD Negeri 03 Rantau Alai

With the implementation of the Merdeka learning curriculum and the Pancasila student profile strengthening project at SD Negeri 03 Rantau Alai, there are many positive impacts on the learning process at SD Negeri 03 Rantau Alai, including the following:

1. Development of creativity and independence, the Merdeka Belajar curriculum emphasizes more student-oriented learning, which gives them more opportunities to develop their creativity. The Pancasila Student Profile Strengthening Project, which emphasizes the formation of Pancasila character and values, also provides space for students to understand national values and develop independence in thought and action
2. Increasing student performance, Students are more likely to participate in the learning process when given more difficult assignments and activities. They actively participate in the creation of their knowledge, both academically and in terms of social values, in addition to being information consumers. Septiati (2021) supports this. It is anticipated that the findings of her study on the Merdeka Belajar program will boost students' interest in learning. Students and their surroundings interact during the learning process. Student learning achievement can be enhanced by a learning environment that is set up according to needs. The study's findings indicate that the Merdeka Belajar curriculum can be implemented optimally to raise student achievement, (Nafi'ah, 2023).
3. Strengthening student character, by focusing on the Pancasila student profile, students are encouraged to understand and apply values such as justice, cooperation, democracy, and unity. This is not only important for the formation of individual character, but also for building a better society.
4. Improving the quality of education, by providing more flexibility in the learning process, the Merdeka Learning Curriculum can help teachers develop learning strategies that are more suited to the needs of their students. This has the potential to improve understanding and acceptance of learning materials.

5. Preparation for global challenges, Project-based learning and an emphasis on national values can help students better face global challenges. They not only learn academic material but also develop social skills and life skills that will be useful in an increasingly globally connected environment. The implementation of the Merdeka Learning Curriculum and the Pancasila Student Profile Strengthening Project has had a significant impact on strengthening the Indonesian education system, preparing a globally competent young generation, and building a solid moral and national foundation. By continuing to develop these two initiatives sustainably, it is hoped that Indonesia can produce individuals who are not only academically intelligent but also have character and values that are by the spirit of Pancasila as the foundation of the state. However, it should be remembered that the implementation of new curricula and educational projects requires strong support from various parties, including teachers, parents, and the government, and needs to be evaluated periodically to ensure that national education goals are achieved effectively.

D. Conclusion

In the presentation of the research results on the implementation of the Merdeka learning curriculum and the Pancasila student profile strengthening project at SD Negeri 03 Rantau Alai which were obtained through observation, interviews, and documentation, it was concluded that:

1. The implementation of the Merdeka learning curriculum and the Pancasila student profile strengthening project at SD Negeri 03 Rantau Alai has been implemented well even though its implementation must be evaluated again. The process of implementing the Merdeka learning curriculum and the Pancasila student profile strengthening project was carried out in stages through the adoption route of the Merdeka learning curriculum implementation, webinar series, helpdesk, Merdeka Mengajar Platform, learning communities and resource persons sharing good practices at SD Negeri 03 Rantau Alai. All of these stages are supported by the government and have been implemented well by SD Negeri 03 Rantau Alai.
2. In the implementation of the Merdeka learning curriculum and the Pancasila student profile strengthening project at SD Negeri 03 Rantau Alai, there were a few obstacles in the number of references to student reading books and teacher books, teacher competence in the use of technology, and limited internet access. However, schools have gradually overcome these obstacles by increasing the number of reading books, then adding.

E. Acknowledgement

We would like to express our acknowledgment to our respondents, colleagues SD Negeri 03 Rantau Alai, and Universitas PGRI Palembang who helped us in this article.

References

- Boeren, E. (2019). Understanding Sustainable Development Goal (SDG) 4 on "Quality Education" from Micro, Meso and Macro Perspectives. *International Review Of Education*, 65(2), 277–294. <https://doi.org/10.1007/S11159-019-09772-7>
- Chourmain, I. (2006). *Normative Research References for Writing Theses, Theses and Dissertations*. Al-Haramain Publishing House.
- Ennis, R. H. (2018). Critical Thinking Across the Curriculum: A Vision. *Topoi*, 37(1), 165–184. <https://doi.org/10.1007/S11245-016-9401-4>
- Faiz, A., Parhan, M., & Ananda, R. (2022). New Paradigms in Prototype Curriculum. *Edukatif: Jurnal Ilmu Pendidikan*, 4(1). <https://doi.org/10.31004/edukatif.v4i1.2410>
- Fauzan, F., Ansori, R. A. M., Dannur, M., Pratama, A., & Hairit, A. (2023). The Implementation of the Merdeka Curriculum (Independent Curriculum) in Strengthening Students' Character in Indonesia. *Aqlamuna: Journal of Educational Studies*, 1(1), 136–155. <https://doi.org/10.58223/aqlamuna.v1i1.237>
- Fuadi, T. M. (2022). The Concept of Independent Learning-Independent Campus (MBKM): Application in Biology Education. *Prosiding Seminar Nasional Biotik*, 9(2), 38. <https://doi.org/10.22373/pbio.v9i2.11594>
- Hadi, A., Marniati, M., Ngindana, R., Kurdi, M. S., Kurdi, M. S., & Fauziah, F. (2023). New Paradigm of Merdeka Belajar Curriculum in Schools. *Al-Ishlah: Jurnal Pendidikan*, 15(2), 1497–1510. <https://doi.org/10.35445/alishlah.v15i2.3126>
- Hanushek, E. A. (2020). Education Production Functions. In *the Economics of Education* (pp. 161–170). Elsevier. <https://doi.org/10.1016/B978-0-12-815391-8.00013-6>
- Hasim. (2020). *Implementation of Independent Learning Curriculum in Higher Education during the Covid-19 Pandemic*.
- Huo, Y., & Xie, J. (2021). Exploring the Issue of a Lack of Cohesion in Moral Education: An Empirical Study in Chinese Primary and Secondary Schools. *Journal of Moral Education*, 50(4), 512–528. <https://doi.org/10.1080/03057240.2020.1814710>
- Lim, W. M. (2024). What is Qualitative Research? An Overview and Guidelines. *Australasian Marketing Journal*. <https://doi.org/10.1177/14413582241264619>
- Manz, E., & Suárez, E. (2018). Supporting Teachers to Negotiate Uncertainty for Science, Students, and Teaching. *Science Education*, 102(4), 771–795. <https://doi.org/10.1002/Sce.21343>

- Mauliddina, S. A., & Irianto, D. M. (2023). Implementation of the Independent Learning Curriculum in Inclusive Schools. *Aurelia: Jurnal Penelitian dan Pengabdian Masyarakat Indonesia*, 2(2), 1097-1101. <https://doi.org/10.57235/aurelia.v2i2.699>
- Munandar, U. (2017). *Developing School Children's Talents and Creativity*. Gramedia.
- Nafi'ah, K. (2023). *Management of Independent Learning Curriculum in Strengthening the Profile of Pancasila Students at State Islamic School 1 Banyumas*. UIN Profesor Kiai Haji Saifuddin Zuhri.
- Novalita, L. (2022). The Importance of Principal Academic Supervision in Improving Chemistry Learning. *PPSDP International Journal of Education*, 1(1), 176-184. <https://doi.org/10.59175/pijed.v1i1.14>
- Novia, K., Mawardi, M., & Suryani, O. (2023). Development of Teaching Materials to Support Merdeka Curriculum Learning on Solubility and Solubility Product in F Phase. *Jurnal Penelitian Pendidikan Ipa*, 9(7), 5481-5491. <https://doi.org/10.29303/jppipa.v9i7.4312>
- Nurhayati, Jamaris, & Sufyarma Marsidin. (2022). Strengthening Pancasila Student Profiles in Independent Learning Curriculum in Elementary School. *International Journal of Humanities Education and Social Sciences (Ijhess)*, 1(6). <https://doi.org/10.55227/ijhess.v1i6.183>
- Peterson, A. (2020). Character Education, the Individual and the Political. *Journal of Moral Education*, 49(2), 143-157. <https://doi.org/10.1080/03057240.2019.1653270>
- Rachmawati, N., Marini, A., Nafiah, M., & Nurasiah, I. (2022). Project to Strengthen the Profile of Pancasila Students in Implementing the Prototype Curriculum in Primary School Level Driving Schools. *Jurnal Basicedu*, 6(3), 3613-3625. <https://doi.org/10.31004/basicedu.V6i3.2714>
- Rahayu, R., Rosita, R., Rahayuningsih, Y. S., & Hernawan, A. H. (2022). Implementation of the Independent Learning Curriculum in Driving Schools. *Jurnal Basicedu*, 6(4), 6313-6319. <https://doi.org/doi:10.31004/basicedu.v6i4.3237>
- Rahayuningsih, F. (2022). Internalization of Ki Hajar Dewantara's Educational Philosophy in Realizing the Pancasila Student Profile. *Social: Jurnal Inovasi Pendidikan IPS*, 1(3), 177-187. <https://doi.org/10.51878/social.v1i3.92>
- Septiati, E. (2021). PMRI-Based Independent Learning Environment in the Disruptive Era. *Prosiding Seminar Nasional, 2019*, 44-50.
- Sidiq, U., & Choiri, M. M. (2019). *Qualitative Research Methods in Education*. CV. Nata Karya.
- Suprayogi, S., & Wiratomo, G. (2019). National Value Education According to Ki Hajar Dewantara in the Axiological Perspective and Its Relevance with the Education of the Young Generation. *Proceedings of the Proceedings of the 1st International Symposium on Indonesian Politics, SIP 2019, 26-27 June 2019, Central Java, Indonesia*. <https://doi.org/10.4108/eai.25-6-2019.2288019>
- Susanti, A., Darmansyah, A., Tyas, D. N., Hidayat, R., Syahputri, D. O., Wulandari, S., & Rahmasari, A. (2023). The Implementation of Project for Strengthening the

- Profile of Pancasila Students in the Independent Curriculum for Elementary School Students. *IJECA (International Journal of Education and Curriculum Application)*, 6(2), 113. <https://doi.org/10.31764/ijeca.v6i2.15474>
- Syafi'i, F. F. (2021). Freedom to Learn: Driving School. *Prosiding Seminar Nasional Pendidikan Dasar "Merdeka Belajar dalam Menyambut Era Masyarakat 5.0,"* November, 46–47.
- Syahrul, S., Saefuddin, D., Bahruddin, E., Husaini, A., & Raharjo, A. B. (2023). Teacher in Ki Hadjar Dewantara's Perspective. *Socio-Economic and Humanistic Aspects for Township and Industry*, 1(3), 357–365.
- Utamy, R., Ahmad, S., & Eddy, S. (2020). Implementing Human Resources Management. *Journal of Education Research*, 1(3), 225–236.
- Utari, D., & Afendi, A. R. (2022). Implementation of Pancasila Student Profile in Elementary School Education with Project-Based Learning Approach. *Eduline: Journal of Education and Learning Innovation*, 2(4), 456–464. <https://doi.org/10.35877/454ri.Eduline1280>
- Wijayati, P. U. (2023). *Implementation of the Pancasila Student Profile Strengthening Project (P5) in the Independent Curriculum as a Strengthening of Students' Citizenship Character (Case Study at SMA Negeri 1 Karangnunggal)*. Universitas Pendidikan Indonesia.
- Yusuf, A. M. (2017). *Quantitative, Qualitative and Combined Research Methods*. Prenada Media Grup.