

Curriculum Management as Strengthening Pancasila Students Profiles

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ABSTRACT: The independent curriculum as a revolutionary curriculum in Indonesia has many implementations, one of which is strengthening the Pancasila student profile project. Globalization and industrial revolution 4.0 have encouraged the government to instill students' morals with Pancasila values. Curriculum management as a basis for implementing a program is very much needed. In fact, not all educational units understand and interpret this profile project correctly. Therefore, researchers conducted research to analyze curriculum management related to planning, implementing, and evaluating of strengthening the Pancasila student profile project at State JHS 1 Getasan. The research method used is qualitative research, where interviews, observations and documentation are carried out to strengthen the findings. The results of this research illustrate that curriculum management is meaningful for the sustainability of profile projects. Planning, implementation, evaluation and follow-up need to be improved in the areas of collaboration, communication, and additional references. Therefore, it is hoped that this research can become an illustration and reference for improving curriculum management to strengthen the profile of Pancasila students.

Keywords—*curriculum management, education, Pancasila Students' Profile, character, diversity.*

I. INTRODUCTION

Education is a pillar of the nation that everyone needs to get the best education to improve the nation's welfare. The community certainly has the right and obligation to obtain the best educational services for the development of the country. One aspect that influences the success of national education is the curriculum aspect. The curriculum is a set of plans and arrangements containing objectives, content, learning materials, and methods that used to guide the teachers to carry out teaching and learning activities to achieve predetermined educational goals (Rusman, 2009). The curriculum has significant role as a tool for measuring education achievement.

As time goes by, curriculum developments are useful to optimize the education program. In 2004, Indonesia applied the Competency-based Curriculum (KBK) as a curriculum developed from the competencies that students should have, such as knowledge, skills, and values that applied in habits of thinking and behaving (Nurdin, 2005). KBK also uses a competency approach by emphasizing understanding abilities or competencies related to work in society. Apart from the KBK, an Educational Unit Level Curriculum (KTSP) in 2006 was developed that was prepared and implemented by each educational unit to enable schools to develop a curriculum based on the potential of the school and the surrounding environment (Suparlan, 2011). A new curriculum was developed named the 2013 Curriculum. This curriculum focuses on improving the quality of education by balancing students' hard skills and soft skills through attitudes, skills, and knowledge to face global challenges that continue to develop (Fadlillah, 2014). The Ministry of Education and Technology issued a policy before the pandemic that used the 2013 curriculum and simplified 2013 curriculum into an emergency curriculum to make easier for schools as educational units to carry out learning processes with denser and more essential material content. This curriculum improved with Independent Curriculum in 2020. The independent curriculum provides freedom of thought for students and expected to increase their potential so students can achieve their achievements effectively (Sherly, 2020).

The intellectual capacity of Indonesian society needs to be paid more attention to so that the output produced is better than before. The effort to anticipate the rapid pace of globalization is by developing the education sector that focuses on the physical and mental qualities of the younger generation (Arbangi & Dakir & Umiarso, 2018). The younger generation is the spearhead that will continue the struggle of the previous generation to realize the nation's ideals as stated in the Fourth Paragraph of the 1945 Constitutions "to make the

life of the nation intelligent and participate in implementing world order" as well as the 1945 Constitution Article 31 Paragraph (1) "Every citizen has the right to education."

With the education concept given by Ki Hajar Dewantara, "Free from all ties, with a pure heart approaching the child, not to ask for any rights, but to serve the child" it is hoped that educators can implement it with students so that the Pancasila Student Profile which consists of Faith and Devotion to God Almighty and Having Noble Morals, Single Diversity, Mutual Cooperation, Creativity, Critical Reasoning, and Independence, can be achieved optimally.

In line with the independent curriculum, that is still relatively new in Indonesia, its implementation must be improve in many aspects. One of the implementations of the independent curriculum is the Pancasila Students' Profile character through the Pancasila Student Profile Strengthening Project known as P5. The implementation of this curriculum is aimed to train in personal thinking, both for students and teachers(Irfan et al., 2023). Therefore, it is necessary to have boundaries that become standards in the applications of this curriculum, namely the application of the Pancasila Student Profile dimensions that have been re-launched to shape the character of Indonesian students.

The curriculum management in managing the P5 program are planning, implementation and evaluation, that explained in the 2022 Pancasila Students' Profile Strengthening Project Development Guideline. Efforts made to achieve the Pancasila Student Profile are by implement the Pancasila Student Profile Strengthening Project that refers to Paradigm Learning New.The Pancasila Student Profile Strengthening Project is an interdisciplinary learning carried out to observe and think about solutions that happened at the surrounding environment. The implementation of this project is carried out based on a choice of themes that have determined by the government and is not related to learning outcomes and achieving success goals in certain subjects but rather at honing the Pancasila Student Profile (Khoirurrijal et al., 2022). Apart from that, Strengthening the Pancasila Student Profile is closely related to the culture or habits of the environment around the school. These aims to introduce and optimize regional potential students in the school environment.

Strengthening the Pancasila Student Profile is an urgency for each educational unit because there are many potentials and problems that exist in the environment. Wei et al. (2022)provides two implications for the issue of integrating 21st century competencies into school curricula around the worlds, there are logical relationship between key competencies and curriculum objectives, and the different competencies will be emphasized at difference stages of education too. This condition indicates that the 21st century competencies implemented in schools need to be realistic and in accordance with the needs and capabilities of each educational unit. The rise of the negative influence of technology and the development of the industrial revolution 4.0 is forming a diverse society. What is meant by diversity is student differentiation, such as the diversity of student characteristics seen from their background, environment, economic conditions and culture. The aspect of differentiation in the scope of academic activities is the difference in learning styles, such as kinesthetic, auditory and visual. This diversity triggers various responses to the teaching and learning process, to strengthening the Pancasila Student Profile that has various procedures and methods for its implementation.

There is a need for self-development through activities within the school environment, one of which is through non-academic activities, or what are usually called extracurricular activities. Non-academic activities are designed by schools to find students' learning needs, develop and express themselves according to students' potential, talents, interests, conditions and needs which are adjusted to the school's ability to facilitate them(Nafi'ah & Suyanto, 2014). Students' interest in non-academic activities varies and is influenced by several factors, one of which is the learning methods used by teachers. Apart from students' interests and potential, the teacher's ability to attract students to take part in self-development activities needs to be considered. Not only in intra-curricular learning, learning methods also need to be developed in extracurricular activities. Based on the 2023 survey, many class VII students at State JHS 1 Getasan are interested in sports activities such as volleyball and taekwondo, while traditional arts such as traditional dance and *karawitan* have few fans. It is feared that the decline in the number of people interested in traditional arts will be the beginning of the fading of local cultural traditions. Therefore, strengthening the Pancasila Student Profile from cultural aspects and creating innovation needs to be developed more optimally.

Not only about the cultures, there is problem in environment such as waste. This appropriate use of waste does not escape the creativity and innovation of students. Students' creativity and innovation need to be honed to be able to process various materials that can be reused. These activities need to be formed and become a habit so that students are able to develop themselves more optimally. This is in line with the aim of independent learning which is expected to free teachers and students in thinking so they can innovate and be creative in learning(Ainia, 2020). The coverage of the Pancasila Student Profile to elements of the Pancasila Student Profile and the broad P5 theme encourages schools to be creative and innovate to implement P5 in accordance with the needs and abilities of schools and students.

It is a challenge for school curriculum matters to develop a school curriculum that is able to facilitate the needs, interests and abilities of students. Likewise, in curriculum management to strengthen the Pancasila Student Profile, applying the dimensions of the Pancasila Student Profile must be included in the Strengthening Pancasila Student Profile Project activities. In planning, implementation, and evaluation, a solid team needs to be formed for optimal results. Based on observations, not all schools have good teams, such as a lack of human resource capacity, a lack of participating teachers, and supporting facilities that are not optimal.

Based on Sulistiyaningrum & Fathurrahman (2023), curriculum management as strengthening the Pancasila Student Profile is its implementation becomes an urgency and reference for other educational units in order to implement the independent curriculum. Based on the importance of character education, the value of local wisdom needs to be re-honed starting in elementary school and a small part of the discussion that conducted in curriculum management research to strengthen the Pancasila Student Profile. According to Connor (1974), management is a social and technical process that involve existing resources, human influence on their behavior, and the facilities they have to achieve organizational goals. Terry (2009) states that management as a process consists of planning, organizing, implementing and monitoring to achieve and determine goals involving a group of people and other resources. Terry stated that the main functions of management consist of planning, organizing, actuating and controlling. Mulyono (2008) stated that the management implementation process has specific tasks called as management functions that need to be carried out. There are four management functions; planning, implementation, supervision and evaluation.

Further, Siswanto (2015) stated that planning is an activity that makes use of human resources, natural resources and other resources to achieve the expected goals. Then, according to Sukiman (2015) curriculum organization is an arrangement of curriculum elements or components that are prepared and delivered to students in order to achieve the specified educational goals or learning objectives. The importance of organization in curriculum management refers to Taba (1962), that a curriculum must contain statements regarding objectives, selection and organization of learning materials as well as designing learning outcomes assessments. According to Sukmadinata (2011), implementing or implementing a curriculum that is in accordance with the design requires the readiness of the implementer. No matter how good the design is, its success depends on the teacher's ability as a curriculum implementer. Meanwhile, controlling or supervision is an activity to control so that learning can be implemented according to the plan and ensure that organizational goals are achieved. The development of a school-based curriculum implies that teachers must innovate and adapt the school curriculum according to needs and requires constructive cooperation between stakeholders (Hairon et al., 2018).

The purpose of this research is to analyze the planning, implementing, and evaluating in Curriculum Management as Pancasila Students Profile Strengthening at State Junior High School 1 Getasan. It is hoped that the results of this research can become material for study and support in the knowledge development as well as a reference for policy makers, especially regarding curriculum management in junior high schools by strengthening the Pancasila Student Profile.

II. RESEARCH METHOD

Creswell (1994) states that a qualitative approach is a way or process to produce concepts or theories that match real events and tries to reduce as little as possible the gaps between the model desired by the researcher and the model used by the party being researched to explain certain realities. This condition is in line with this research that will focus on how curriculum management plays a role in strengthening the Pancasila Student Profile related to the implementation of the independent curriculum. A qualitative descriptive research design was used in this research because the researcher wanted to find the facts, and then analyze and interpret the curriculum management process as strengthening the Pancasila Student Profile at Getasan 1 State Junior High School. The data collection techniques used in this research were interviews, observation, and documentation. Interviews were conducted with several sources, such as the principal, deputy principal, project head, teachers and students. According to Miles & Huberman (1994), there are several techniques for analyzing data, there are data reduction, data presentation, and drawing conclusions, which also used in this research.

This research discusses curriculum management as strengthening the Pancasila Student Profile at State JHS 1 Getasan. Researcher's line of thinking began with an interest in one of the implementations of the independent curriculum, namely the Project for Strengthening the Pancasila Student Profile. Based on experience and observations, the implementation of the Project for Strengthening the Profile of Pancasila Students in one school is different from other school. Seeing the increasingly diverse educational phenomena and conditions of students, leading to the emergence of differentiated learning that encourages educators to adapt learning based on students' abilities, needs and conditions, has increasingly attracted researchers' interest in exploring the role of the Pancasila Student Profile.

Not only that case, researchers also identified the existence of sub-optimal educational units in implementing the Pancasila Student Profile, such as inadequate human resources and supporting resources (facilities) and the absence of a platform to accommodate students' creativity, innovation and non-academic development. This condition triggers the importance of curriculum management in strengthening the Pancasila Student Profile. Researchers want to look more deeply into the curriculum management carried out by educational units when designing, implementing and evaluating the activities of the Pancasila Student Profile Strengthening Project, whether it has been carried out optimally according to existing needs and conditions.

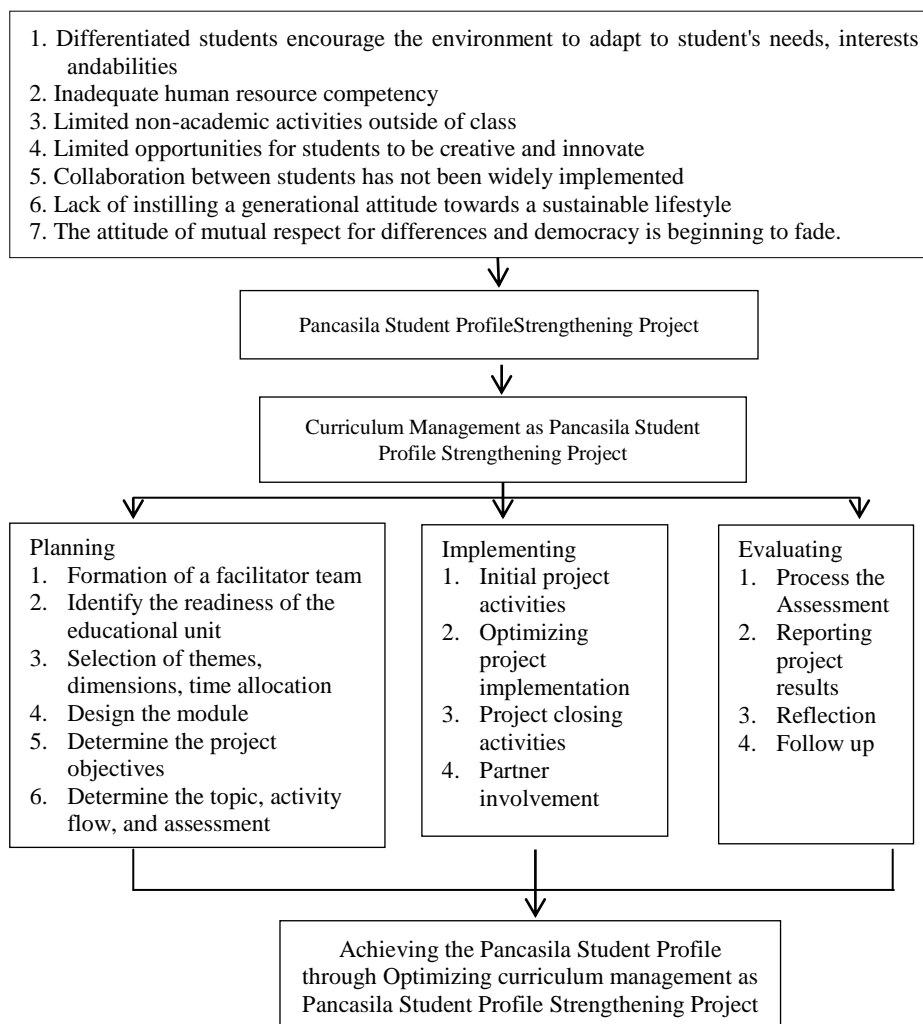


Figure 1. Research Framework

III. RESEARCH FINDING

State Junior High School 1 Getasan is one of three state junior high schools in the Getasan District area. This school received the 1st place award for Adiwiyata School at the Semarang Regency in 2023. The vision of this school is to be at the forefront of noble behavior, to be active in preserving the environment, and to be persistent in achieving achievements. There are 49 teachers and staff in this school. The facilities are complete and in good condition. The school environment is also spacious and suitable for students to learn. State JHS 1 Getasan also implements the Pancasila Student Profile quite well. The Pancasila Student Profile is brought to life at school by praying, singing the song Indonesia Raya, and literacy 15 minutes before the first hour of learning, as well as group study. Based on observations and interviews that have been conducted, the school has carried out school management referring to the basics of management, namely student management, curriculum management, management of educators and education personnel, financing management, infrastructure management, and information system management.

Planning

Curriculum planning for strengthening the Pancasila Student Profile project has been carried out optimally by the research object, including identifying the readiness of educational units, selecting themes, dimensions and topics, compiling modules, as well as determining the topic, flow and assessment of the profile project. Some things that still need to be emphasized include formation of a facilitation team and determining project goals. There needs to be more solid coordination so that performance in implementation is more optimal. Currently, it is still handled by one or two people, which causes a lack of synchronization between the facilitation team and the teachers. Goals are the basis of an activity. In the profile project module, the objectives outlined are still very general and strictly follow existing guidelines. It would be even better if the goals designed focused on the process of strengthening the Pancasila Student Profile through the theme of strengthening the profile project. For example, the aim of the project on the theme of global diversity is that students are able to recognize and explore the diversity that exists in the archipelago as a basis for critical thinking and diversity. The meaning of the sentence above is, with a diversity-themed profile project, students are able to recognize and explore themselves regarding existing diversity, not discriminate in working together, think critically by paying attention to various points of view, and appreciate existing differences. This goal can be achieved through various critical discussion and problem-solving activities, as well as developing creativity through art projects.

Implementing

The process of implementing the curriculum for the Strengthening Pancasila Student Profile Project at State JHS 1 Getasan has been implemented quite well. There are four focuses in implementing a profile project; initial activities, optimizing implementation, closing activities, and partner involvement.



Figure 2. Students' Exhibition
Source: Research Documentation



Figure 3. Students Performance in Traditional Dance
Source: Research Documentation

These four focuses have been carried out according to planning, such as a sequence of activities, from the beginning to the end of the activity. There are several things that need to be considered again, including:

1. In the initial activities, there needs to be activities that better relate existing problems by involving partners. For example, doing observations in the environment around the educational unit or visits to places relevant to the given topic. That way, students' perspectives and problem solving will be clearer and more varied so that the usefulness of the project as strengthening the Pancasila Student Profile will be more effective.
2. In optimizing the implementation of profile projects, coordination and communication between assistants and the facilitation team needs to be improved again so as not to confuse students. Having a clear division of tasks will help the assistants to optimize the profile projects they are carrying out. Optimizing the implementation of the profile project is not only carried out by assistants but can also involve resource persons and parents of students to further motivate students and educators in implementing the Pancasila Student Profile.
3. A series of work exhibition and exhibition activities should be carried out by involving partners in the planning, implementation and evaluation processes. The educational unit can invite parents of students, the surrounding community, and even local government officials, so that the involvement of partners was not

optimal. When inviting partners, they only show the results, they are not involved in the implementation. Therefore, starting from inviting in the closing activities of the profile project, you can become a partner who helps and collaborates in implementing the profile project at State JHS 1 Getasan so that the implementation of the profile project can be more optimal so that it can develop into a pilot school for the Pancasila Student Profile project.

Evaluating

The curriculum evaluation for strengthening the Pancasila Student Profile contains several things: collecting and processing assessments, reporting profile project results, reflection and follow-up. State JHS 1 Getasan has fulfilled these four aspects, but there are several things that need to be considered, including:

1. A clear and detailed assessment document will help make it easier for students and their guardians to understand the development and potential of students. The existence of more specific indicators and the use of structured educator journals will make it easier to report student profile project results.
2. It needs to be emphasized again that the Project for Strengthening the Profile of Pancasila Students is not oriented towards work results, but rather process. Seeing the process of cooperation, developing creativity, critical attitudes, respect for culture, and becoming individuals with noble character are important points for Pancasila students themselves. Unfortunately, there is still an orientation towards luxurious and beautiful work as a success in projecting students' abilities. Even though the work results are assessed and evaluated, we must not forget the main objective of providing the Pancasila Student Profile Strengthening Project.
3. Reflection has been carried out well, but needs to be improved in providing peer-reflection so that the results of the reflection are more credible and accountable. By having a clear amount of value, determining the next steps in the profile project will be even more specific.
4. Don't forget to collaborate with parties outside the educational unit, such as parents/guardians of students, the general public, and supervisors to provide evaluation and input on profile projects that have been carried out. That way, the follow-up will be more useful because of the involvement of the community which helps provide direction and suggestions for future activities.

IV. CONCLUSION

The independent curriculum currently being implemented has several implementations, one of which is the Project for Strengthening the Pancasila Student Profile. The Pancasila Student Profile was created so that Indonesian students have the attitudes and reflections of Pancasila students. The six dimensions of the Pancasila Student Profile were developed into various themes, subthemes, topics and dimensions of the Project for Strengthening the Pancasila Student Profile. Each educational unit is trying to implement profile projects as fully as possible with a process that is still groping, as is the case with State JHS 1 Getasan. Planning, implementation and evaluation of the profile project curriculum have been carried out as well as possible although there are still some notes. Meanwhile, curriculum management is very important to make a project goes well. So that, each education unit must learn and improve their ability in curriculum management, especially in communication and development.

Researchers provide several suggestions for educational units that are in the process of implementing and developing profile projects, to improve communication and coordination between school members, involve the community and the surrounding environment to optimize profile projects, prepare more specific assessments in accordance with the goals of profile projects, and carry out reflections. and discussions with other educational units and related agencies

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