

Implementation of the Merdeka Learning Curriculum of the Merdeka Campus (MBKM) To Achieve the Profile of Pancasila Students at SDN Pendrikan Lor 01, Semarang City

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DOI: <https://doi.org/10.52403/ijrr.20230882>

ABSTRACT

Implementing the MBKM curriculum in grades 4 and 1 still has a lot of problems that cause learning objectives not to be achieved optimally. This study aimed to analyze the implementation of the independent learning campus independent curriculum (MBKM) to achieve the profile of Pancasila students in Pendrikan Lor 01 Elementary School students in Semarang. The research method used is the descriptive qualitative method. Implementing the independent learning curriculum in class IV, as many as 56 students, and in class I, as many as 53 students. The research method applied is descriptive qualitative. Data collection techniques include observation, interviews, questionnaires, field notes, and documentation. In the application of the MBKM curriculum structure at the elementary school education level, it is divided into 3 main phases, namely Phase A, phase B, and Phase C; phase a includes grades 1 and 2, Phase B includes grades 3 and 4, and Phase c includes grades 5 and 6. Implementation of learning activities also becomes more effective when structured activities are carried out according to the planned schedule to meet the learning objectives in the MBKM curriculum. This shows that the implementation of learning activities is also strengthened. Structured activities are carried out according to the planned schedule to achieve the learning objectives of the MBKM curriculum.

Keywords: MBKM, Implementation curriculum, Pancasila students' profile.

INTRODUCTION

Education is an essential need in human life. The existence of education causes a person to have good knowledge and experience. Education, in general, means a life process in developing each individual to be able to live and live life. The implementation of national education in Indonesia is not only the government's responsibility but also the responsibility of all components of the nation. Therefore, all Indonesian citizens should strive to improve the quality of education in Indonesia. The function of national education that has been described is that national education functions to develop abilities and shape national character and civilization. It is recommended that the formation of the character of a learner be carried out from elementary school age; this is supported by Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education, which is then read by PPK, which states that the implementation of character education for all levels, both formal and non-formal, including the school education level foundation which is a forum for students to pursue formal education for six years, namely from class I-VI aged 6-11 years (Presidential Decree, 2017).

Sulastri (2022) argues that strengthening character education through Pancasila student profiles for teachers in elementary schools is very important to do because children are currently living in the digitalization era, and even if we look at the conditions on the ground, there has been an increasing decline in students' character values. So that the character of students can develop properly following Pancasila values, then providing strengthening of character education through Pancasila student profiles for teachers in workshop activities is one thing that can be done. In line with the opinion of Kurniawaty et al. (2022), the profile of Pancasila students is the main goal carried out by educational developers, in this case, the Ministry of Education and Culture, which is stated in the Minister of Education and Culture Regulation Number 20 of 2020 concerning the Strategic Plan for Education and Culture for 2020- 2024 (Kusumah & Alawiyah, 2021).

The implementation of MBKM curriculum is implemented in grade 4, and grade 1 still has many problems that cause learning objectives not to be achieved optimally. Applying learning to the Independent Learning Curriculum still encounters problems such as poor student perceptions of mathematics, less interactive learning media, monotonous learning, IT-stuttering teachers, and needing more learning support facilities. This is because the application of the MBKM curriculum has not been evenly distributed and maximal in carrying out learning correctly, besides that during the implementation of the MBKM curriculum, teachers have not maximally poured in the values of Pancasila student profiles, lack of resources, both teaching staff, infrastructure, and budget, is also an obstacle faced by several schools in implementing the curriculum properly.

Based on these findings, the researcher was interested in knowing how the MBKM curriculum was implemented in increasing the profile of Pancasila students at SDN Pendrikan Lor 01 Semarang.

MATERIALS & METHODS

In this study, the type of research used is descriptive research. When the overall problem has been answered, the researcher will describe the phenomenon using narrative sentences. Using this approach, the data obtained will be valid because it is in accordance with the object's natural state.

The research begins with problem identification to map the existing problems in SD Negeri Pendrikan Lor 01 Semarang City. Based on the results of problem identification, problems were found that the MBKM curriculum needed to be maximally implemented, and the low profile of Pancasila students mastered by students and efforts to increase the profile of Pancasila students. Then the researcher prepared a problem statement to study this research. After compiling the formulation of the research problem, they were then compiling the formulation of objectives and compiling a literature study that will be used as a reference in responding to the problem formulation. After carrying out the formulation of the problem, the researcher carried out data collection through various methods. The methods used were observation, interviews, field notes, and documentation. Furthermore, researchers will analyze the data, process and make conclusions from the data obtained.

RESULT AND DISCUSSION

Study Result

The transition to the MBKM Curriculum showed positive results in schools based on observations of the learning process in the Merdeka curriculum showing higher achievement than the application of thematic learning, which exists. The MBKM curriculum is implemented in stages, starting from grades 1 and 4 and then through evaluation in preparation for application in grades 2 and 5 to grades 3 and 6. In the application of the MBKM curriculum, the structure at the elementary school education level is divided into 3 main phases, namely Phase A, phase B and Phase C; phase a includes classes 1 and 2,

Phase B classes 3 and 4, and Phase C is class 5 and 6.

Phase A is the initial phase in implementing the Independent Curriculum, which emphasizes strengthening and developing students' basic literacy and numeracy skills. Furthermore, in Phase B, students began to be introduced to several new subjects that had not previously been implemented in Phase A. Implementation of Phase C, students began to be prepared for education at the next level. However, strengthening literacy and numeracy remained part of the teacher's evaluation.

Implementing the MBKM Curriculum in schools was welcomed by the school and students. Currently, the school has implemented project-based learning, the implementation of P5 project, and the Pancasila student profile.

Based on the observations made, the researchers found that there were still some obstacles to implementing the MBKM curriculum during the learning activities in class. The constraints indicate a need for more development of learning methods and models. However, overall, the application of the MBKM curriculum in schools is excellent regarding learning systems, facilities, and support for planned innovations in implementing learning.

The transition to the MBKM Curriculum showed positive results in schools based on observations of the learning process in the Merdeka curriculum showing higher achievement than the application of thematic learning, which exists. The implementation of learning activities also becomes more effective. Structured activities are carried out according to the planned schedule to meet the learning objectives in the MBKM curriculum.

Observation Results of Student Activities

The applied Pancasila student profile refers to the objectives of implementing the MBKM curriculum, where 6 elements of character must be applied. Students carry out activities that have been scheduled regularly and systematically. Pancasila student profile activities are also well planned by the school, with goals that have been mapped activities that support the character of piety and noble character are carried out through joint prayer, prayer, and worship activities for non-Muslims with objective elements in the form of character: having religious character, good personal morality, morals towards others, morals towards nature, morals of the state.



Figure 1 The Morning Prayer Activity for the Application of Noble Morals

The diversity activities aim to instill characters that can maintain noble culture, loyalty, and national identity and have an open mind towards other cultures. Elements that are carried out in this application:

Students can know and appreciate culture, able to communicate interculturally with others, able to reflect and be responsible for diverse experiences.



Figure 2 Flag ceremony for the application of diversity

Cooperation and student creativity are also applied in practicum activities in teaching and learning activities where students create works of art in groups that support student creativity. The elements that are carried out

in these activities: collaboration, caring, and sharing in the process of discussion and group work to produce original work or pure ideas through student ideas.



Figure 3 Group cooperation in the project of implementing Mutual Cooperation and Creativity

The main components of critical and independent thinking have also been planned for each learning process that is carried out. Critical thinking has the primary goal of obtaining and processing information that students get, analyzing and evaluating the information they get, and

reflecting on their thoughts before making decisions, while character independence in self-regulation and self-awareness in the situation encountered is poured through learning that stimulates students to analyze, measure and express opinions about a problem encountered in learning.



Figure 4 Experiment and discussion of Independent and Critical application

The implementation of the Pancasila Student Profile experienced various

obstacles, through the opinions of teachers and school principals indicating that there

were obstacles in implementing and preparing project-based learning and Pancasila student profiles. The school principal, Mrs. Ummi, described the obstacles in several categories.

"Resources in implementing the Pancasila student profile are still limited due to the new and few references, as well as training that has not been maximized. Preparation of activities that support the Pancasila student profile and ongoing learning also requires additional innovation."

The class teacher, as the foremost pioneer in the process of implementing the Pancasila student profile, also encounters obstacles directly both in-class activities and outside the classroom.

"There are no benchmarks that are patents in the learning process and the lack of appropriate teaching materials results in delays in the learning process, limited media that can improve the character of P5 requires teachers to innovate, but in carrying out innovations teachers also need a reference or at least a basic framework for these innovations still be able to maximize learning objectives."

Constraints in implementing P5 have resulted in teachers developing themselves more and more often to find solutions to these problems. The application of the Pancasila student profile has seen a rapid increase due to increased teacher skills in preparing and providing learning for students.

Evaluation in the implementation of the MBKM curriculum and the application of the Pancasila student profile resulted in an abundance of literature and various learning innovations; Pendrikan Lor 01 Public Elementary School was able to prepare to learn according to the Pancasila student profile as well as media and other supporting instruments so that the preparation of the MBKM curriculum to be implemented in class 2 and 5 are more systematic, there are many references and appropriate development examples so that the learning objectives are more accurate.

Evaluation of the application of the Pancasila student profile in the implementation of MBKM also occurred in other schools the research conducted (Diputera et al., 2022) stated an evaluation of the application of ongoing learning. One of the findings shows that schools in Indonesia, when there was a pandemic or a change in the pattern of learning activities that used the Emergency Curriculum, were four to five months more advanced in teaching and learning activities than schools that implemented the 2013 Curriculum. The independent curriculum tried to restore the teacher's role as a leader in learning. Teachers are given the freedom to develop according to predetermined learning outcomes.

DISCUSSION

Based on the theoretical studies in the literature review, there is compatibility between the research results carried out by researchers and existing theoretical studies. In this case, the researcher describes and explains the results of the research, which include: 1) Implementation of the MBKM Curriculum; 2) Application of the Pancasila Student Profile;

The implementation of the MBKM curriculum showed positive results in its application; the curriculum transition also went well and according to the plans and objectives that had been set. Based on the observations made, the researchers found that there were still some obstacles to implementing the MBKM curriculum during the learning activities in class. The constraints indicate a need for more development of learning methods and models. However, overall the application of the MBKM curriculum in schools is perfect regarding learning systems, facilities, and support for innovations planned in implementing learning.

This description follows research (Alimuddin, 2023) which shows that the main obstacle to implementing the curriculum is the teacher's understanding of the independent curriculum. Teachers can

independently overcome these obstacles by searching for online information and asking and discussing with competent teachers. Institutionally, teachers' understanding of the independent curriculum can be increased through ongoing educational training activities held by government agencies and conducted face-to-face. Even though there are obstacles, the implementation of the MBKM curriculum has been going well.

The application of the Pancasila student profile is outlined in KBM activities and activities outside of learning; each element of P5 is systematically designed to meet the planned learning objectives. Observations showed that students in grades 1 and 4 who had implemented the MBKM curriculum could carry out p5 activities well on the elements of piety and noble character; students were used to carrying out congregational prayer and worship activities for non-Muslims. Then student creativity also increases along with project activities carried out in the learning process; student independence increases with the ability to work on and coordinate themselves in carrying out assignments. In addition, other elements such as Mutual Cooperation, critical thinking, and love for the homeland also have activities that support the development of students' attitudes.

In addition to learning activities, the Pancasila Student Profile is applied to daily literacy, ceremonies, and character education habits that have been running during the curriculum transition process.

The results of the description of applying the Pancasila student profile are supported by Ida's research (Aulia et al., 2022). Student participation in the implementation of the Pancasila Student Profile is outstanding, as can be seen from the active role of students and teachers in learning both inside and outside the classroom because spirit and attitude every day in the community or profession, we are obliged to instill the Pancasila Student Profile within us.

Supported research (Sulastri et al., 2022) tells of teachers participating in the training

being asked to identify a problem related to character education through the Pancasila student profile. Then the teachers are given an understanding of the materials and problems related to strengthening character education. As feedback from this activity, the Education Coordinator and elementary school teachers said that they were willing to become a target school for various activities to improve the quality of education in their schools.

CONCLUSION

Phase A is the initial stage of implementing an independent curriculum, where more emphasis is placed on strengthening and developing students' basic literacy and numeracy skills. With the implementation of phase C, students begin to prepare themselves for the next level of education, although strengthening reading and math skills is still part of the teacher's assessment. The observed limitations indicate a need for more development of learning methods and models. However, implementing the MBKM curriculum in schools is very good in supporting learning systems, tools, and planned innovations in implementing learning. The implementation of learning activities was also strengthened. Structured activities are carried out according to the planned schedule to achieve the learning objectives of the MBKM curriculum. The application of the Pancasila Student Profile has been outlined in learning and activities outside of learning. The 6 elements in the Pancasila student profile have been instilled in the teaching and learning activities so that students can apply these elements in everyday life.

Declaration by Authors

Acknowledgement: None

Source of Funding: None

Conflict of Interest: The authors declare no conflict of interest.

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- How to cite this article: Elvina Veranita, Sri Wardani, Tri Suminar. Implementation of the merdeka learning curriculum of the Merdeka Campus (MBKM) to achieve the profile of pancasila students at SDN Pendrikan Lor 01, Semarang City. *International Journal of Research and Review*. 2023; 10(8): 625-632.
DOI: <https://doi.org/10.52403/ijrr.20230882>
