



Implementation of Pancasila Student Profile Values in the Package Book Indonesian Junior High School Class VII Curriculum Merdeka

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Abstract

Changes in the education curriculum in Indonesia have influenced the development of the preparation of textbooks as teaching materials. Package books are arranged according to the characteristics of the applicable curriculum. This should be integrated into the components of the package, including the objectives, content, methods, and evaluation components. To find out this, a qualitative descriptive study was carried out in the form of an implementation of the value of Pancasila student profiles as a characteristic of the independent curriculum which will be implemented in 2024 in Indonesian language textbooks for class VII SMP. The data used are the results of the analysis of textbooks, questionnaires for students, and interviews with Indonesian teachers in DIY. Data collection techniques are, 1) observing, 2) analyzing, 3) classifying, 4) reducing, and 5) concluding. The results of this study found 38 data covering 6 dimensions, 6 elements, and 6 sub-elements. However, in practice in the field, not all teachers integrate Pancasila student profile values when learning using textbooks.

Keywords: *Pancasila Student Profile; Independent Curriculum; Package Books; Implementation of P5*

Introduction

Since the 1947 curriculum until now, the Indonesian education system has evaluated the curriculum and replaced it eleven times. This policy needs to be implemented in order to improve quality education (Nafaridah, 2023: 85). In addition, changes can also be caused by various factors, wrong the only evaluations that have been carried out on the previously applicable curriculum. For example, curriculum 1975, 1984, and 1994 were criticized for having too many subjects and too dense material. curriculum. This causes the student's learning burden to be too heavy and the burden of purchasing textbooks is also increasing heavy. As a result, students experience stress and enjoy the learning process at school less his teenage years (Belen, 2000:60).

Curriculum changes have an impact on several aspects of education. One aspect in question is: preparation of teaching materials used in classroom learning. Teaching materials take the form of textbooks has been regulated in the book law, Republic of Indonesia Law No. 3 of 2017 concerning the Book System article 6 paragraph 5 and 6 which reads, "Textbooks as referred to in paragraph 4 consist of main textbooks and textbooks companion" (verse 5). "The main textbook as referred to in paragraph 5 is a

textbook must be used in learning based on the applicable curriculum and provided by the Government Center free of charge” (paragraph 6). Therefore, textbooks in book law are called as the main textbook.

Changes to the curriculum are followed by learning objectives to be achieved. One way to achieve this goal, namely integrating learning objectives into the textbook used by student. This is because textbooks are an intermediary tool for teachers and students in learning. Besides that, package books are also one of the learning resources that students use in class. This is as the opinion that says that textbooks, which are learning media, have more than a role just a learning medium. This means that textbooks are not just a medium/distributor/intermediary for learning messages but the source is even a substitute teacher. Through the process of reading textbooks, students seem to be facing each other with teachers (Pulungan, 2020:51).

Based on the decision of the Educational Standards, Curriculum and Assessment Agency no. 33 of 2022 which signed in June 2022, Indonesia will officially use the newest curriculum, namely the curriculum independence in 2024. However, before that year, several educational lines had done so various preparations, one of which is carrying out pilot school trials which are followed by good practices driving school curriculum. After being evaluated and developed, the driving school curriculum is prototype curriculum was decided to be the independent curriculum replacing the 2013 curriculum.

The independent curriculum carries the concept of Pancasila student profile values. The Pancasila student profile is form of translation of national education objectives (Decision of the Head of the Standards, Curriculum and Assessment Agency Education Number 009/H/Kr/2022 concerning Dimensions, Elements and Subelements of Pancasila Student Profiles in Independent Curriculum). This Pancasila student profile includes 6 dimensions that can be used as a reference by educators to build character and competence for students. The following 6 dimensions are intended.

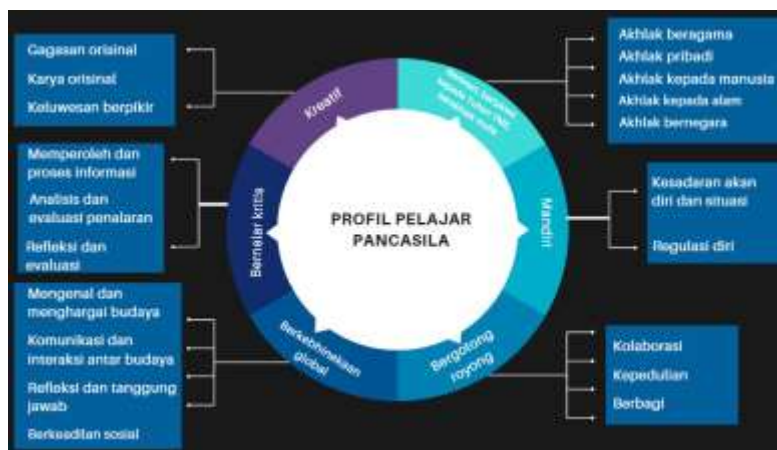


Figure 1. Pancasila Student Profile Dimensions and Its Elements (doc.google.com)

The six dimensions of the Pancasila student profile are described in elements and subelements to make it easier for teachers to apply when learning. The dimensions and elements referred to are as stated in Figure 1. Apart from that, these elements are further explained into more detailed and applicable subelements. By applicative, teachers use textbooks as a guide and means of achieving goals described in the sub-elements of the Pancasila student profile (Decision of the Head of the Standards, Curriculum and Educational Assessment of the Ministry of Education, Culture, Research and Technology Number 009/H/Kr/2022 regarding the Dimensions, Elements and Subelements of the Pancasila Student Profile in the Independent Curriculum).

Therefore, it is important to know the values contained in Indonesian language textbooks and integrating the values of the Pancasila student profile in it. This is to find out how much portion Pancasila student profile dimensions are introduced and applied in learning with students. With thus, the results of the analysis can be used as a reference for evaluating the preparation of textbooks which should be

adjusted with the characteristics of the independent curriculum that will apply. This also has a correlation with one research in Banjarmasin entitled Analysis of P5 Activities as an Application of Differentiated Learning in the Independent Curriculum for the Digital Era at SMA Negeri 2 Banjarmasin which was carried out by Nafaridah in last February 2023.

In this case, the focus of the analysis is the textbook. There are four components that can be observed to see the suitability of the contents of the textbook in learning Indonesian (Pulungan, 2020:13). Component These include, (1) objective components, (2) content components. (3) learning method components, and (4) evaluation or assessment component in the curriculum. The goal component is the target to be aimed at through the educational process. This can be seen through the basic competencies in each package book prepared. The content component includes the learning experiences that students will gain when doing various things learning activities in the form of learning activities. The method component is the way it is done students to gain experience learning Indonesian. The last component is components Evaluation is a way to measure the achievement of Indonesian language learning.

Research Methods

This research uses a qualitative approach. Qualitative research is a type of research which aims to obtain in-depth and meaningful data (Sugiyono, 2021: 18). This research consists of written data, simple interviews and questionnaire results. The written data in question is in the form of Indonesian language package book for class VII Mobilization (independent) school curriculum. Interview data was obtained through interviews with Indonesian language teachers in Yogyakarta (SMPN 5 Yogyakarta, SMPN 1 Gamping , SMK Muhammadiyah Dukun, SMPN 2 Yogyakarta) and questionnaire results data obtained from the questionnaire filled out by respondents from elementary to high school levels. Researchers conducted interviews and processed the results of the questionnaire then elaborate on both as a write data amplifier. Data collection techniques using the following scheme.

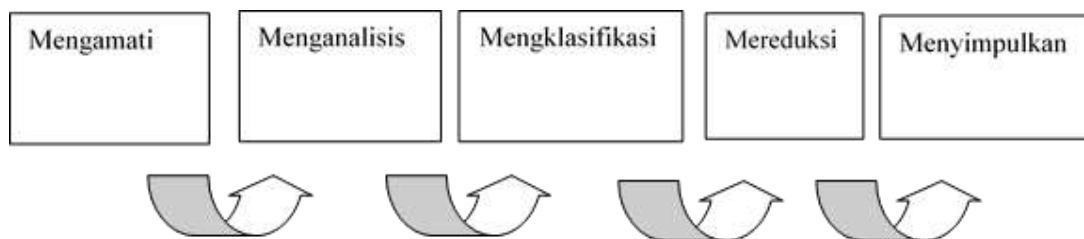


Figure 2. Scheme of qualitative data collection techniques

Results and Discussion

The results of this research are data analysis of the values of the Pancasila student profile (P5) in the language package book class VII Driving school curriculum (independence) which has been used by several schools in the province Special Region of Yogyakarta. The analysis was carried out on the content feasibility components which include the components of objectives, content, methods, and evaluation. In the textbook, these components can be in the form of questions readings, challenges, creativity projects, reflections, reading journals, peer assessments, group discussions, group projects, and the types of texts used in textbooks. Based on the analysis that has been carried out. Regarding the components of objectives, content, methods and evaluation, data on the values of Pancasila student profiles was obtained in the form six dimensions as follows.

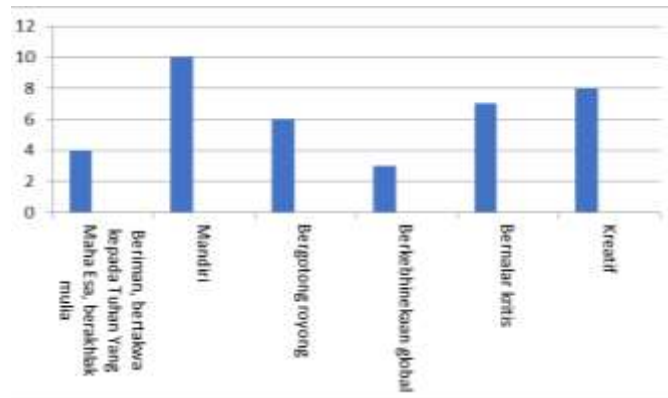


Figure 3. Graph of Pancasila student profile values found in class VII Indonesian package book

Apart from the results of this analysis, data was also obtained from 20 respondents from class VII junior high school students in the Regional Province Yogyakarta Special delivered online. The results of the questionnaire analysis are related student responses discovery of the Pancasila student profile values contained in the Indonesian curriculum package book independence as follows.

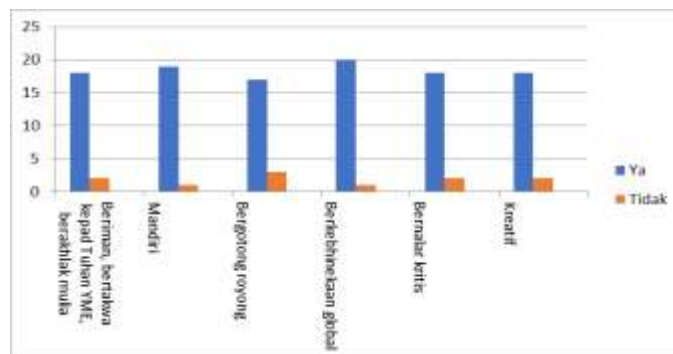


Figure 3. Graph of Pancasila student profile values found in class VII Indonesian package book

The graph shows that the dimensions are dominant in the Indonesian middle school class VII language textbook according to students, namely global diversity. After that, followed by the independent dimension, then creative and critical reasoning has the same results. The next data is the dimension of faith, devotion to God almighty One, noble morals and finally working together.

These two data are supported by the results of interviews with four Indonesian language teachers who teach at Junior High School. The result of the interview was that the application of the Pancasila student profile was carried out in addition to being carried out in P5 projects are also carried out through learning, namely in the initial, core and closing sessions. This learning using the Indonesian language package book, Independence Curriculum. In the initial session, it was done through group prayer. In the core session this is done through learning texts and learning activities, while in the closing session. This is done through reflection on the learning material presented. One of the resource persons (teacher) describes one of the student learning activities in studying non-fiction fiction books. Teachers use discussion methods and making mind maps by each student. In this case, the teacher reflects that the process of making thought maps sharpens creativity and critical reasoning in students. Besides that, the discussion held was part of the application of the Pancasila student profile value dimension critical reasoning and mutual cooperation.

Apart from that, the implementation of P5 in one of the private schools in Yogyakarta took the form of a P5 project carried out outside Indonesian language subject hours. However, the implementation of the project was carried out through cooperation between several subject teachers. The projects that

have been carried out are film projects (LHI Film Festival (FFL) with the theme Friendship until Jannah). In this project, language subject teachers were included Indonesia who brought the concept of drama script writing, PJOK teachers with the concept of movement, social studies teachers with concept of social interaction, PAI teacher with the concept of maintaining friendship and brotherhood, arts and culture teacher with the concept of film creativity). Therefore. The implementation of the Pancasila student profile project is not stands alone but it is structured based on concepts that are related to several aspects holistic lessons.

Specifically, the dimensions in the Pancasila student profile values found in the language package book Indonesia class VII SMP independent curriculum in the form of elements and subelements. Dimensions of faith (in full namely having faith, being devoted to God Almighty, having noble character) which is contained in the textbook Indonesian for class VII SMP is dominated by moral elements in nature. More specifically on subelements identify environmental problems where they live and take steps concrete impact, good or bad, direct or indirect, on the universe. This is proven with several examples, one of which is on page 5 of the textbook. On that page a sentence appears HOTS level question that says, "Take nothing but photos, kill nothing but time, and leave nothing behind but your footprints," is an important phrase that people need to keep in mind visitors to tourist attractions. What do you think this statement means?" (Subarna, 2021:5). This matter shows that this textbook tries to direct students to act in loving the environment (nature universe) by understanding the good or bad impact of everything done on nature.

In the second dimension, namely independence. Data found in the textbook on elements of self-understanding and situations encountered, specifically on subelements to make a realistic assessment of abilities and interests prioritize self-development based on learning experiences and other activities carried out. One of the proof is in the reflection on students' acquisition of material at the end of the lesson. Students are capable assess one's own abilities regarding the competencies that have or have not been mastered. The following is one of the pieces of evidence in the content components of the textbook (learning activities).

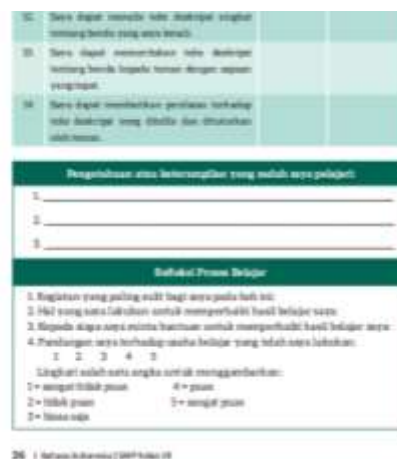


Figure 5. Screenshot of the components of the contents of the package book about self-contained dimensions

The third dimension, namely critical reasoning. Specifically, evidence obtained from data is in the form of obtaining elements and processing information and ideas, more specifically the subelements of identifying, clarifying, and analyzing relevant information and prioritizing certain ideas. This can be seen in student learning activities in the textbook, namely recognizing and identifying folk poetry. Through activity Students can be trained to reason critically indirectly. Students are directed to analyze a folk poem based on predetermined elements. That is, students do not really starting from the beginning, but the textbook provides a guide for students to get to the stage of criticizing folk poetry previously read. This is demonstrated through one of the following pieces of evidence.



Figure 6. Screenshot of the content component package book about critical reasoning dimensions

In the lesson carried out by one of the Indonesian language teachers (SMPN 1 Gamping), the application of dimensions Critical reasoning has also been carried out in studying non-fiction fiction books. Students are directed to make a map think about the elements of the nonfiction fiction books you read.

The fourth dimension, namely mutual cooperation. This dimension is found in the textbook in the form of collaboration elements, subelement Aligning one's own actions with the actions of others to carry out activities and achieve group goals in the surrounding environment, and encourage others to work effective and achieve common goals. In the package book, this is integrated during the implementation of group projects make procedural text videos. Apart from that, joint discussion activities are a form of collaboration element which is indirectly introduced to students through the method component in the textbook. The following one example contained in the textbook. Through discussion activities and working on tasks together train students to work together in learning (help each other).



Figure 7. Screenshot of the method component package book about the dimensions of mutual aid

The fifth dimension, namely global diversity. This dimension is found in the textbook in the elements of getting to know and appreciate culture, sub-elements understand cultural changes over time and according to context, both in local, regional and national scales. This is found in the content component package book, namely student activities in the form of read and understand Indonesian culture in text form. Through these texts indirectly students will immediately get to know different cultures globally. The teacher uses content components in the package book in the initial activity and at the end during reflection when the lesson ends. The following one of the sections referred to in the textbook.



Figure 8. Screenshot of the content component package book related to the global diversity dimension

The sixth dimension, namely creative. These dimensions are found in the elements package book producing work and original actions, subelements explore and express their thoughts and/or feelings deeply forms of work and/or actions, as well as evaluating them and considering their impact on other people. This is found in the book's content components in the form of student learning activities. These activities include challenges create vlogs, podcasts, and become a YouTuber. Through this challenge activity, one of them is in order indirectly applying the P5 value of the creative dimension in the Indonesian curriculum textbook independent. Apart from that, what is easy to see in the package book is that there is also a creativity column that directs it. Students are creative in doing something creative in nature so they can create works or products. Following this is one example of what is meant.



Figure 9. Screenshot of the content component package book about the creative dimension

Based on the analysis of the textbook, the six dimensions were found in the components of the textbook. This matter as stated in the results section, is also supported by the results of interviews with four Indonesian language teachers. Through three teachers, almost the same data was obtained, namely the implementation and application of the Pancasila student profile is related to the subject. This means that apart from Indonesian language lessons in class through assistance with textbook learning resources, P5 is also included in the project along with other subjects that can be mutually exclusive integrated. However, the implementation of one of the state schools in Yogyakarta, based on information from resource person, namely the implementation of P5 separately from Indonesian language lessons in class. As such, there is absolutely no relationship between activities in Indonesian language subjects and the P5 project being carried out during hours outside Indonesian language class hours. This means that there are differences in implementation between each school with other schools in the same province. This is also

reinforced by the statement sources who said that it was necessary to seek information from other schools because there were possible differences in application of the Pancasila student profile.

Conclusion

Based on the analysis that has been carried out, the number of dimensions of Pancasila student profile values contained in the book. The Indonesian language package for class VII SMP contains 38 pieces of data covering the six dimensions of the student profile Pancasila, 6 elements, and 6 subelements. The application of the Pancasila student profile is also carried out through learning Indonesian language in class, which is supported by textbooks, is also carried out through a project program Pancasila student profile. However, implementation in the field is different. This is caused by the understanding of teachers/implementers of this program is not necessarily the same in every school.

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