

Conference Paper

Learning Innovations to Improve the Pancasila Student Profile in Indonesia

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ABSTRACT

The Pancasila student profile is a number of characteristics and competencies that Indonesian students are expected to achieve. This study aims to examine research on learning innovations that have been carried out by schools in the implementation of the Merdeka Curriculum in the first year in realizing the profile of Pancasila students. The method used in this study is a literature review of scientific journals that have been published on relevant topics. The results of this study provide various learning innovations that have been carried out by various schools that can inspire other schools to realize the Pancasila student profile. It is hoped that this research will provide insight into innovations that need to be carried out for further research.

Keywords: Pancasila student profile, Merdeka Curriculum, learning innovation, Indonesia

Introduction

The idea behind the Pancasila Student Profile was to address the question of what sort of profile or competency the Indonesian educational system aims to generate in its students (Sinaga, 2022). The Ministry of Education and Culture's 2020–2024 strategy plan is detailed in Minister of Education and Culture Regulation Number 22 of 2020, which includes the profile (Utari & Afendi, 2022). The goal of the Pancasila Student Profile is to develop globally competent students who uphold Pancasila's core ideals (Rohmah et al., 2022).

The Pancasila Student Profile's history includes a few significant moments. The Independent Learning curriculum, which aims to continually print the nation's successors in line with the Pancasila Student Profile, included the development of the Pancasila Student Profile (Shofa, 2021). Policies established by curriculum and schools can be used to apply the Pancasila Student Profile (Utari & Afendi, 2022). During classroom instruction, the Pancasila Student Profile is implemented through extracurricular activities including language and history classes (Shofa, 2021). Learning about history in senior high school can help create and realize the Pancasila Student Profile (Hasudungan & Abidin, 2020). Students who successfully learn local history via the living history method can develop a strong Pancasila perspective and global competency (Ambarnis & Supriatna, 2022). The Pancasila Student Profile may be used in primary school education through the application of the project-based learning approach (Nurdyansyah et al., 2022). Project-based learning, however, can also be applied in elementary, secondary, postsecondary, and early childhood education.

Learning innovations can play a crucial role in improving the Pancasila student profile in Indonesia. Based on issues in the education sector, the Pancasila Student Profile Strengthening Project, or P5, is a cross-disciplinary initiative. This research aims to examine research on learning innovations that have been carried out by schools in the implementation of the Merdeka Curriculum in the first year in realizing the profile of Pancasila students because it is important to explain the innovations carried out in the implementation process in order to increase the profile of Pancasila students.

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Material and Methods

The literature review strategy was employed in this study. Researchers use this approach by finding, going over, assessing, and interpreting all of the available research. Using this strategy, researchers choose journals that follow predefined procedures in each phase after doing a systematic review (Triandini, et al., 2019). In order to finalize the study results, the researcher gathered journal articles with the keywords "Learning Innovations" and "Pancasila Student Profile" based on the previously mentioned steps. Documenting every article found in this literature review article served as the method of data collecting. Google Scholar and ERIC provided the fifteen authorized national journal articles that were utilized in this study. These papers were closely linked to the keywords that were used. The findings of the investigation were then fully discussed in this article.

Results and Discussion

In order to generate students with the profile (competence) that the educational system seeks, the Pancasila Student Profile takes into consideration internal variables pertaining to national identity, philosophy, and values. The Pancasila Student Profile comprises six skills, namely faith and noble values, global variety, mutual collaboration, critical and creative thinking, independence, and caring and sharing. The learning innovations covered in this article can be put into practice to raise the visibility of Pancasila students in Indonesia. The following is an illustration of a creative learning project that was carried out to raise Pancasila students' profiles.

Project-based learning

Before delving into how *Project-based learning* (PBL) can improve the Pancasila student profile, it is essential to comprehend the significance of Pancasila itself. Pancasila, the five pillars of Indonesian philosophy, our belief in a single God, just and civilized mankind, unity in variety, democracy guided by wisdom, and social justice. These principles guide the nation's ideology, politics, and social life, emphasizing unity, diversity, and moral values. As a means of developing their character, students can "experience knowledge" through the Pancasila Student Profile Strengthening Project. Project-based learning may help students become more entrepreneurial and inculcate skills that they can apply in their everyday lives, which will reinforce the Pancasila student profile.

Promoting Pancasila values among students can be challenging, given the diverse cultural, ethnic, and religious backgrounds in Indonesia. Traditional classroom teaching often falls short in nurturing a deep understanding of Pancasila and its application in daily life. This is where project-based learning comes into play.

The goal of project-based learning is to provide students with an engaging, practical learning experience by having them complete real-world projects (Albar & Southcott, 2021). Instead of passive absorption of information, students engage in critical thinking, problem-solving, collaboration, and reflection. PBL gives students the freedom to take charge of their education, which promotes a better comprehension of the material and the development of critical life skills (Albar & Southcott, 2021; Anazifa & Djukri, 2017).

To Improve the Pancasila Student Profile with PBL can pay attention to several things. PBL encourages students to analyze complex issues and identify their ethical implications. This fosters critical thinking skills, enabling students to make informed decisions aligned with Pancasila principles. PBL often involves collaborative group work, where students from different backgrounds work together towards a common goal. This experience promotes unity in diversity, a fundamental principle of Pancasila. Through PBL, students can work on projects that address real-world issues and challenges facing Indonesian society (Afifah et al., 2019; Faridah et al., 2022). This hands-on experience allows them to apply Pancasila principles in practical situations. PBL encourages discussions about ethical dilemmas and moral values, which are essential components of Pancasila. Students learn to make ethical choices and develop a strong sense of justice. PBL projects often require students to take responsibility for their work and its impact. This sense of responsibility aligns with the principle of democracy led by wisdom in Pancasila. PBL provides opportunities for students to take leadership roles within their project teams, helping them develop leadership skills and the ability to lead with wisdom. Effective

communication is crucial in PBL. Students learn how to express their ideas, listen to others, and resolve conflicts peacefully, all of which are essential for a just and civilized humanity.

The project to strengthen the Pancasila student profile (P5)

To achieve the Pancasila student profile, the project to strengthen the Pancasila student profile (P5) gives students the chance to "experience knowledge" as a way to build their character and to gain knowledge from their surroundings (Chamisijatin et al., 2023; Yanzi et al., 2022). Students can study significant themes or issues like mental health, entrepreneurship, culture, technology, anti-radicalism, climate change, entrepreneurship, and democratic life in this profile project activity. This will enable students to take meaningful action in addressing these issues based on requirements and learning levels (Armadi & Kumala, 2023; Rohana, 2015).

Guidelines for Implementing Curriculum in the Context of Learning Recovery, Minister of Education and Culture Decree No.56/M/2022, contains the curriculum scheme's execution of the project to raise the profile of Pancasila pupils. which claims that extracurricular learning activities and projects that raise the profile of Pancasila students make up the Curriculum Structure at the PAUD and Primary and Secondary Education levels (Armadi & Kumala, 2023; Chamisijatin et al., 2023; Ferdiansyah & Kaltsum, 2023; Rozhana et al., 2023; Wulandari et al., 2022; Yanzi et al., 2022). In the meanwhile, generic group courses and skills and empowerment programs tailored to the Pancasila student profile are included in Equality Education.

Differentiated learning

Differentiated learning, which acknowledges each student's uniqueness and offers learning opportunities that fit their needs and interests, is a key component of the Merdeka Curriculum. Differentiated learning is a method that acknowledges the unique needs and talents of every learner. In differentiated learning, students are given varied choices in terms of learning materials, teaching methods, and assessments (Digna et al., 2023; Pranajaya et al., 2022). Ensuring that every student may realize their full potential and feel motivated throughout the learning process is the primary objective of individualized instruction.

Allowing students to select their own learning resources is one method to include varied learning into the Independent Curriculum. Students are allowed to select the subjects they are passionate about and wish to learn more about (Sari et al., 2023). For example, if a student is interested in natural sciences, they may choose to focus on subjects such as mathematics, biology, physics, or chemistry. On the other hand, if there are students who are interested in art and music, they may choose to focus on subjects such as fine arts, dance, or music. By providing this choice, students will be more motivated to learn because they can learn according to their own interests and needs.

In addition, differentiated learning also involves the use of varied teaching methods. Every student has a different learning style, so it is important for teachers to use various teaching methods that suit students' needs (Digna et al., 2023; Mabsutsah et al., 2023). For example, for students who are more visual, teachers can use visual media such as videos or images to help their understanding. For students who are more auditory, teachers can use discussion or lecture methods to facilitate their understanding. By using teaching methods that suit students' learning styles, the learning process will be more effective and students will be more involved in learning.

In terms of assessment, assessment must also be carried out differently. Every student has different strengths and weaknesses in the academic field. Therefore, assessments must be carried out based on abilities and achievements in accordance with student needs. For example, if there are students who are better at speaking and writing, they can be assessed based on oral or written presentations. On the other hand, if there are students who are better at problem solving or practical skills, they can be assessed through practical exams or projects. By carrying out differentiated assessments, students will feel valued and their learning outcomes will be more accurately reflected.

Differentiated learning has several characteristics, like *flexibility, grouping based on needs, formative assessment, appropriate challenges, and active involvement of students*. *Flexibility*: Differentiated methods of learning involves flexibility in teaching and assessment. Teachers must be

able to adapt teaching methods, materials and assessments according to students' needs and abilities. This flexibility also involves the use of diverse resources, including instructional materials, technology, and learning activities. *Grouping based on needs*: The differentiated method involves grouping students based on their needs. Teachers can form small groups with students who have similar levels of understanding or hold different groups for students who need additional help. This way, students can learn with people their own age and receive appropriate support. *Formative assessment*: Differentiated learning uses continuous formative assessment. Teachers actively monitor student progress, provide timely feedback, and modify teaching strategies as necessary. With formative assessments, students can see where they are, identify their strengths and weaknesses, and develop effective learning strategies. *Appropriate challenges*: Differentiated methods provide challenges appropriate to students' abilities and interests. Teachers must be able to adapt the curriculum and learning activities so that they challenge more able students and provide support for students who need additional help. In this way, students feel encouraged to reach their maximum potential. *Active involvement of students*: Differentiated learning encourages active involvement of students in the learning process. Teachers must create a collaborative environment, where students work together, communicate, and share ideas. They should also provide opportunities for students to raise questions, express opinions, and participate in decisions regarding learning.

Conclusion

The Pancasila Student Profile is an important concept in Indonesian education that aims to produce students with global competence and behave in accordance with the values of Pancasila. The profile can be improved through various learning innovations such as project-based learning, the project to strengthen the Pancasila student profile (P5), and differentiated learning. These approaches can help students become well-rounded individuals with the skills and values needed to succeed in today's interconnected world. The results of this study provide various learning innovations that have been carried out by various schools that can inspire other schools to realize the Pancasila student profile. It is hoped that this research will provide insight into innovations that need to be carried out for further research.

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