Contents lists available at JECA

Journal of Education and Computer Applications

journal homepage:
https://jeca.aks.or.id/index.php/jeca/index

Implementing the Independent Curriculum in Pancasila Education

Mochammad Nur Afandi[a], Wakhudin[b]
[ab]*Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhamamdiyah Purwokerto*

Article Info

Keywords:

Independent Curriculum
Pancasila Education
Character-based learning
Primary school

ABSTRACT

This research is descriptive qualitative research that examines the case of the implementation of the Independent Curriculum at SD Negeri 2 Banjarsari Wetan in Pancasila Education students. Data collection utilizes interview, observation, and documentation study methods The results of the research found that teachers have applied Pancasila values in learning through various methods, such as reflective discussions and character- and culture-based learning. Teachers also strive to instill 21st century skills with the 6Cs (character, citizenship, critical thinking, creativity, collaboration and communication) in students. However, there are obstacles in the implementation of the Independent Curriculum, such as lack of understanding of teachers, as well as challenges when adjusting the learning plan to classroom practice. Thus, it is necessary to increase training and provide facilities so that the Independent Curriculum can be applied optimally.

This is an open access article under the CC BY-SA license.

Corresponding Author:

Mochammad Nur Afandi
Universitas Muhammadiyah Purwokerto
Jl. KH. Ahmad Dahlan, PO BOX 202 Purwokerto 53182 Kembaran Banyumas
Email: nur@nafandi.me

1. INTRODUCTION (10 PT)

The educational mission aims to meet the needs of the nation to face the nation's challenges, one of which is 21st century life. 21st century life has the characteristics of a life where life is increasingly complex because of the rapid development of technology so that it requires students who are adaptive to change, especially the era where change takes place quickly so that the government launches an independent curriculum [1].

The Merdeka Curriculum was developed as a more flexible curriculum framework, while focusing on essential materials, character development and student competencies. This is strengthened by the Decree of the Ministry of Education and Culture Number 12 of 2024 Article 1 point (a) which states that education units in early childhood education, basic education, and secondary education levels that have not implemented the

Independent Curriculum can implement the 2013 Curriculum until the 2025/2026 school year and the latest in the 2026/2027 school year[2].

The Independent Curriculum in its implementation has more flexible characteristics so that the implementation framework can be divided into several stages. The stages determined by the Ministry of Education and Culture are not as specific standards or rules but as guidelines to determine implementation targets. Thus, this implementation stage is intended so that teachers can try to implement the Independent Curriculum, especially in learning activities that occur in the classroom [3]. Learning activities are a form of knowledge transfer between educators or teachers and students in a learning activity. In order for knowledge transfer to take place effectively, various supporting factors are needed to ensure the smooth learning process, including in Civic Education learning [4].

Citizenship Education is carried out with the aim of making Indonesian citizens become citizens with good character. Specifically, Pancasila Education learning aims to create citizens who can compete in the 21st century with readiness to behave and defend state sovereignty. Therefore, it is important to research the learning process of Pancasila Education to support success, especially in learning [5]. The independent curriculum is designed in such a way to find the identity of Indonesian education. Thus, there will be no more expressions, "Change ministers, change curriculum". Various efforts to implement the independent curriculum have been carried out but cannot close the existing problems and then become a challenge for teachers in teaching [6].

The Independent Curriculum provides freedom for teachers and principals to prepare, develop, and implement a curriculum that is tailored by students and schools. Especially teachers in this case are free to prepare learning that focuses on essential materials considering learning characteristics so that learning outcomes can be achieved in a more meaningful, fun, and in-depth way [7]. However, the implementation of the Independent Curriculum in elementary schools encounters significant challenges and obstacles. These obstacles include teachers' understanding and skills in implementing creative and innovative learning methods, the condition of the school environment, the availability of facilities and infrastructure, and available human resources [8].

Strengthening Pancasila values in the era of globalization can be done by instilling nationalism in students by building a supportive school culture. The school culture itself can be formed through activities that are manifested in teaching and learning activities, both through subjects and self-development activities carried out in the classroom and outside of school [9].

The implementation of the development of honest character, discipline, and responsibility can be inserted in the discussion of basic competencies of PPKn subjects and other subjects, not only as knowledge but in daily behaviors, such as praying before and after teaching and learning activities, enforcing discipline for students who are late, and apologizing to teachers and fellow students if they make mistakes, involve parents in supervising character development. This includes activities for the development of attitudes and skills for students to be able to be in society, nation and state [10].

Pancasila education is now becoming increasingly important. Because to meet 21st century skills, students need to have the 6Cs, namely *character, citizenship, critical thinking, creativity, collaboration,* and *communication.* In learning Pancasila Education, it is emphasized that citizenship is important. Citizenship Education aims to make Indonesian citizens become good citizens, because it indirectly supports the sustainability of the Republic of Indonesia (Unitary State of the Republic of Indonesia). Then specifically in learning Pancasila Education, it aims to create citizens who can compete in the 21st century with readiness to behave and defend state sovereignty. Therefore, it is important to research the learning process of Pancasila Education to support its success [5].

Pancasila education has a crucial role in shaping the character of students in elementary schools (SD). At this age, students go through a very important phase of moral and social development, where they begin to understand the concepts of values, norms, and good behavior [11]. Pancasila education is important in the formation of the character of elementary school students to instill the basic values of Pancasila from an early age. Pancasila, which is the basis of the state and the nation's ideology that contains fundamental values, certainly needs to be instilled in the younger generation from an early age. The five precepts in Pancasila reflect the principles that should exist in good individual character [12]. Pancasila is also important in building morality and ethics when social interaction occurs. At the elementary level, children begin to form patterns of social interaction with peers, teachers, and the surrounding environment. Pancasila education helps students understand the difference between right and wrong, cultivate good manners, discipline, and respect for others, and instill the importance of respecting cultural, religious, and social backgrounds. With strong character education, children are more likely to avoid negative behaviors such as bullying, intolerance, and other unethical actions [13].

Implementing Pancasila education is very important to develop an attitude of tolerance and diversity. This is because Indonesia is a country rich in ethnic, cultural, and religious diversity. Pancasila education plays a role in teaching students to accept differences with an open attitude, encouraging a sense of togetherness and mutual cooperation in the school environment, and instilling an understanding that diversity is a strength, not

a separator. By understanding the concept of diversity from an early age, students will grow up to be more tolerant individuals and able to coexist in a heterogeneous society peacefully [14]. Learning Pancasila is very important to increase awareness of nationalism and love for the homeland. One of the main goals of Pancasila Education is to form a sense of nationalism and patriotism in students. The formation of a sense of nationalism and patriotism is carried out by introducing state symbols such as flags, national anthems, and national history, teaching the importance of maintaining national unity and unity, encouraging students to appreciate and preserve local and national culture. By having a strong sense of love for the homeland, students will appreciate national identity more and have the spirit to contribute to the development of the nation [15].

Exploring Pancasila means forming a democratic and responsible attitude. In daily life, children are often faced with situations that require decision-making and cooperation. Pancasila education helps students in understanding the concept of democracy in community life, they learn how to express opinions politely as well as respect the opinions of others, appreciate the deliberation process and consensus in solving problems. Students who learn to live democratically from an early age help him grow up to be responsible citizens and actively participate in social life [16].

Teaching Pancasila means teaching social care and mutual cooperation. This is because mutual cooperation is one of the main values in Pancasila that must be instilled from an early age. Pancasila education teaches students to be caring for friends who need help, cooperate in group tasks and social activities at school, and have the awareness to contribute to community activities. Through this learning, students will grow into individuals who care more about others and their environment [17]. It can be said that Pancasila education plays an important role in shaping the character of elementary school students by instilling moral values, ethics, tolerance, nationalism, democracy, and social concern. With Pancasila-based education, it is hoped that Indonesian children will grow up to be a generation with integrity, high social spirit, and ready to face future challenges as good citizens.

That is why, the researcher is interested in describing civics learning in the Independent Curriculum at SD Negeri 2 Banjarsari Wetan, Sumbang District, Banyumas Regency, especially in class V. Because Class V students begin to enter the abstract thinking stage and can be a reference for how learning in school takes place. In addition, the condition of Class V is actually quite interesting with the diversity of students who have varied behaviors. SD Negeri 2 Banjarsari Wetan has a unique background with a location that is 11 km away from Purwokerto City Square and of course far from the center of government and includes schools that do not get much attention from the government. This school has only been implementing the Independent Curriculum for two years since the pandemic, which means that this school is not a driving school. The researcher wants to know how well Pancasila Education learning in the school actually is under such conditions.

2. RESEARCH METHOD

This study applies a descriptive qualitative approach with a case study method. Case studies make the research focus on the case and gain views according to the circumstances in the field such as understanding a person's life cycle, group behavior, changes from the neighboring environment, organizational and management processes, international relations, maturity of the industry [18]. This research was conducted at State Elementary School 2 Banjarsari Wetan, Sumbang, Banyumas, Central Java. The class studied is Class 5. Grade 5 was chosen because they generally begin to enter the stage of abstract thinking and can be a reference for how learning in school takes place. The study used primary data obtained from interviews with teachers and five Class V students, classroom observations during four meetings, and documentation studies.

This research is sourced from people, objects, or objects that can provide data, information, facts, and realities that are relevant to what is being studied or researched. Then in the research, we get to know the primary and secondary data sources. Primary data is all information, facts, and realities related to research. The researcher in this study used primary data in the form of interviews with teachers and five students of class V, observations in class, and documentation studies [19].

The validity of the data is carried out using source triangulation and triangulation techniques. This data analysis is intended so that the results of data collection can be further understood so as to produce descriptive conclusions that are in accordance with this case. The researchers then analyzed the data of the Miles and Huberrman models. The analysis goes through four steps, namely data collection, data reduction, data presentation, and conclusion.

3. RESULTS AND DISCUSSION

3.1. Results

The teacher greeted the students with greetings and oriented them to learning Pancasila Education using the Independent Curriculum. Teachers encourage students to use enthusiastic applause in learning. Then, the teacher told the students to open the textbook in groups because of the limitations of the books used. This

was done by teachers at two meetings in learning in grade V, SD Negeri 2 Banjarsari Wetan, Sumbang, Banyumas, Central Java. So, the teacher began to explain the Pancasila Education material about "Norms in My Life The Meaning of Norms in My Life." At that time, the learning entered learning 1 unit 2 using lecture and question and answer methods. Teachers sometimes make variations by arranging questions and answers in the form of quick competitions between students and conducting class conditioning.

The teacher at the second meeting explained the rights and obligations of the family using the example of daily life. Then the teacher distributes the questions to be done in groups and the results are presented in front of the class. After the students made the presentation, the teacher strengthened their understanding by summarizing what the group had conveyed in the presentation that day. The teacher also asked the students about the understanding they had gained. The teacher then concluded the results of the presentation and conveyed reinforcement in general. The learning was closed by giving assignments for next week.

Pancasila Education in the Independent Curriculum aims to instill the character of students in accordance with Pancasila values. In this subject, teachers of Class V, SD Negeri 2 Banjarsari Wetan try to teach the five precepts of Pancasila through various methods, such as experiential projects, reflective discussions, and character- and culture-based learning. Through observation, the researcher witnessed how teachers systematically tried to teach the main values of Pancasila. Starting from the One Godhead, the teacher encourages his students to carry out worship in accordance with their respective religions and respect each other in the diversity of beliefs. The teacher also emphasizes students to cultivate gratitude for God's gifts. Teachers also ask their students to be tolerant in their daily lives. Apparently, the teacher's explanation is just an introduction, as a discussion material. The learning activity continued with a class discussion that discussed the importance of religious norms. The class discussion then concluded a number of religious values that they practiced daily and became the basis of religious norms.

When explaining the second precept of Pancasila, "A Just and Civilized Humanity," teachers strive to instill the value of mutual respect between others regardless of ethnicity, race, and religion. Teachers also encourage students to develop caring and empathy for others, uphold justice and equality, behave politely in daily life and oppose all forms of violence and discrimination. During the group discussion, students gave an explanation of examples of fair attitudes in daily life. All agreed on the importance of carrying out social service activities, such as helping people in difficulty.

Grade V teacher, SD Negeri 2 Banjarsari Wetan also explained about the Indonesian Unity. He reminded about the importance of the value of national unity and unity. The teacher emphasized that students should respect cultural and ethnic diversity, foster a sense of love for the homeland and nationalism. Teachers remind their students to play an active role in community activities, and avoid conflicts and divisions. In the class discussion, students described the importance of creating an art project that showcases the diversity of Indonesian culture. They really want to ignite the spirit of mutual cooperation through group work.

The teacher also continued about the fourth precept, "Peoples Led by Wisdom in Deliberation/Representation" by emphasizing the importance of respecting the opinions of others in discussions In discussions, participants must prioritize deliberation to reach consensus. If it has been decided, the discussion participants must accept the results of the decision wisely. They should not impose desires on others. Through this discussion, students actually practice to be fair and wise leaders. In class discussions, students also underlined problem solving by means of deliberation. Teachers in this case regulate the course of the discussion so that they can learn about respecting the opinions of others by inviting the group to come forward to express their opinions and discipline students who do not pay attention to the discussion.

The teacher also explained the fifth precept of Pancasila, "Social Justice for All Indonesian People." Educators instill in their students to help each other and work together, respect the rights and obligations of each individual, be fair in daily life, not harm others, and build habits of sharing and caring for others. Students then discuss the fifth precept explained by the teacher by discussing things that can be done in daily life, especially from the family environment. In fact, they want to do community service in the school environment and the community.

From the learning activities of Pancasila Education, it can be stated that Pancasila has the following values Table 1.

Table 1. The value of Pancasila in daily activities

NO.	ARTICLE	APPLICATION
1	The One Godhead	Dzuhur Prayer Activities in Congregation after Learning
2	A just and civilized humanity	Group work as humanizing fellow friends
3	The unity of Indonesia	Group work that unites fellow friends
4	The people are led by wisdom in deliberation/representation	Presentation activities where it sparks the courage to express opinions
5	Social justice for all Indonesians	Teacher's treatment of students

3.2. Discussion

Teachers in Pancasila Education learning have tried to implement character education. Teachers strive to do the 6Cs, namely by building character, citizenship, critical thinking, creativity, collaboration, and communication. In the presentation, teachers are in the form of character formation and communication when going to the front of the class, collaboration and creativity as well as critical thinking skills when doing assignments with groups. As stated [10], learning uses a presentation method where the speaker conveys concepts, ideas, and feelings to the audience, either using paper manuscripts or without papers

Analysis in the study [20] revealed that in this case, students are required to be confident. In addition, the presentation activity also helps students to understand democracy in the form of courage in expressing opinions as a deepening of Pancasila. Ansori in his writing[16] also agreed that these students apparently liked the learning delivered by the teacher with the presentation method. All of this can happen because teachers often take training on the Independent Teaching Platform (PMM) and outside and teachers make efforts to differentiate and orient even before learning begins by preparing students to learn before at home.

When the researcher tried to read the lesson plan and then compare it with learning, they found some things that changed from the learning plan. So the researcher asked if this happened elsewhere? It turns out that this also happened in the study [21]) where there was a slight difference in the implementation of learning and in the research. He stated that learning media and learning goals have not been achieved. So the researcher considers that this does seem to be common to happen because of several existing obstacles and especially in the Independent Curriculum which is flexible so that it allows teachers to change its application to learning. Then the researcher also found that teachers only made a lesson plan after the lesson ended because they were pursued by the principal's assessment where this was not ideal for making lesson plans.

The implementation of the Independent Curriculum at SD Negeri 2 Banjarsari Wetan Banyumas found several interesting phenomena such as in learning in accordance with the implementation of the Independent Curriculum based on the stages given by the Ministry of Education and Culture, but most of them are still in the early stages, such as in the implementation of learning that should be centered on students is still dominated by the role of teachers, the integration of assessments in learning still uses the assessment provided in textbooks, teachers conduct learning according to learning outcomes (CP). However, in the teacher's learning plan, it is already at the stage of developing it is found that the learning plan has been made even though the teacher takes it from the internet for reference. The implementation from the school side is such as books that change every year that have been delivered, schools are somewhat difficult to adapt to the online system, and teachers have many events outside of school that make learning not optimal. One of them is the assessment of the principal which makes teachers experience obstacles in compiling learning plans.

The implementation of the Independent Curriculum in the Pancasila Education Subject at SD Negeri 2 Banjarsari Wetan, Banyumas can be described in the Figure 1.

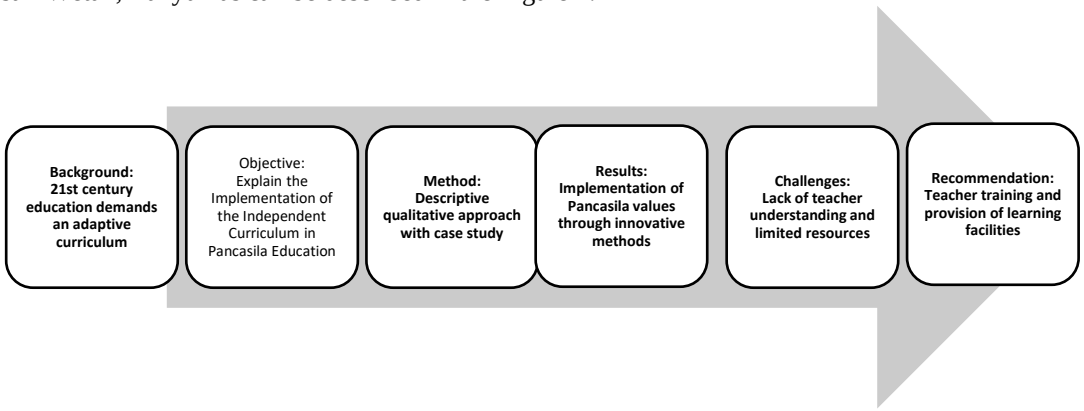


Figure 1. Implementation of the Independent Curriculum in the Pancasila Education

4. CONCLUSION

The implementation of the Independent Curriculum in learning Pancasila Education at SD Negeri 2 Banjarsari Wetan, Sumbang, Banyumas has been carried out in accordance with the expected concept, although it is still in the early stages. Teachers have tried to teach Pancasila values through various student-centered methods, such as discussions, social projects, and experiential learning. In addition, teachers also instill 21st century skills, such as critical thinking and collaboration. However, there are several obstacles in implementation, including the limitations of textbooks, difficulties in adapting to the digital system, and the lack of teachers' in-depth understanding of the Independent Curriculum. In addition, administrative factors, such as the demands of the principal's assessment, make it difficult for teachers to develop an ideal learning

plan. To overcome these challenges, it is necessary to increase teacher training related to innovative methods in the Independent Curriculum and the provision of more adequate resources. Thus, Pancasila Education can be more effective in shaping the character of students based on Pancasila values while preparing them to face challenges in the 21st century.

REFERENCES

[1] Y. D. Haryanti and D. S. Saputra, "Instrumen Penilaian Berpikir Kreatif Pada Pendidikan Aabad 21," *J. Cakrawala Pendas*, vol. 5, no. 2, Jul. 2019, doi: 10.31949/jcp.v5i2.1350.

[2] Kemdikbud, " Latar Belakang Kurikulum Merdeka," Merdeka Mengajar. Accessed: Sep. 19, 2023. [Online]. Available: https://pusatinformasi.guru.kemdikbud.go.id/hc/en-us/articles/6824331505561-Latar-Belakang-Kurikulum-Merdeka

[3] Kemendikbudristek, "Tahapan Implementasi Kurikulum Merdeka di Satuan Pendidikan.," *Kemendibudristek*, pp. 1–16, 2022, [Online]. Available: https://kurikulum.kemdikbud.go.id/wp-content/uploads/2022/07/Tahapan-Implementasi-Kurikulum-Merdeka.pdf

[4] Madiana Saputri, "Analisis Pelaksanaan Pembelajaran Peserta Didik Berkesulitan Belajar Kelas 5 SDN 1 Cingebul," Universitas Muhammadyah Purwokerto, Purwokerto, 2022.

[5] M. F. Zulfikar and D. A. Dewi, "Pentingnya Pendidikan Kewarganegaraan Untuk Membangun Karakter Bangsa," *J. PEKAN J. Pendidik. Kewarganegaraan*, vol. 6, no. 1, 2021, doi: 10.31932/jpk.v6i1.1171.

[6] M. N. Rusmiati, R. Ashifa, and Y. T. Herlambang, "Analisis Problematika Implementasi Kurikulum Merdeka Di Sekolah Dasar," *Nat. J. Kaji. Dan Penelit. Pendidik. Dan Pembelajaran*, vol. 7, no. 2, doi: 10.35568/naturalistic.v7i2.2203.

[7] D. Rahmadayanti and A. Hartoyo, "Potret Kurikulum Merdeka, Wujud Merdeka Belajar di Sekolah Dasar," *J. Basicedu*, vol. 6, no. 4, pp. 7174–7187, Jun. 2022, doi: 10.31004/basicedu.v6i4.3431.

[8] E. Simon Paulus Olak Wuwur, "PROBLEMATIKA IMPLEMENTASI KURIKULUM MERDEKA DI SEKOLAH DASAR," *SOKO GURU J. Ilmu Pendidik.*, vol. 3, no. 1, pp. 1–9, Apr. 2023, doi: 10.55606/sokoguru.v3i1.1417.

[9] A. Aprilia and E. Nawawi, "Penguatan Nilai-Nilai Pancasila Dalam Membentuk Karakter Peserta Didik Melalui Budaya Sekolah," *J. Pengabdi. West Sci.*, vol. 2, no. 01, pp. 109–120, Jan. 2023, doi: 10.58812/jpws.v2i01.157.

[10] P. Nugraha and M. Mundilarno, "Manajemen Pendidikan Pancasila dan Kewarganegaraan untuk Mengembangkan Karakter Siswa," *Media Manaj. Pendidik.*, vol. 2, no. 3, p. 349, Feb. 2020, doi: 10.30738/mmp.v2i3.6727.

[11] F. A. Ashari and F. U. Najicha, "Implementasi Nilai-Nilai Pancasila Dalam Era Digital," *Res. Gate*, vol. 4, no. 1.

[12] J. Julfian, S. Rejeki, S. Handayani, S. Sarilan, A. N. Rizki, and L. Lasmi, "Peranan Pendidikan Kewarganegaraan Dalam Membentuk Rasa Cinta Tanah Air Pada Siswa," *J. Keilmuan Dan Keislam.*, doi: 10.23917/jkk.v2i4.162.

[13] E. Y. Lestari and Ruhadi, "Membangun Kesadaran Berbangsa Dengan Kembali Pada Jati Diri Bangsa Indonesia," *Semin. Nas. PKn UNNES*, vol. 1, no. 1.

[14] A. Yani and J. Jazariyah, "Penyelenggaraan PAUD Berbasis Karakter Kebhinekaan Sebagai Upaya Pencegahan Radikalisme Sejak Dini," *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 5, no. 1, doi: 10.31004/obsesi.v5i1.503.

[15] G. S. Vera Dwi Apriliani and M. E. Acep, "Menghargai Perbedaan: Membangun Masyarakat Multikultural," *J. Pendidik. Transform.*, vol. 02, no. 02, 2023.

[16] Y. Z. Ansori, "Menumbuhkan Karakter Hormat Dan Tanggung Jawab Pada Siswa Di Sekolah Dasar," *J. Educ. FKIP UNMA*, vol. 7, no. 3, p. 601, 2021, doi: 10.31949/educatio.v7i3.1120.

[17] A. Admizal and E. Fitri, "Pendidikan Nilai Kepedulian Sosial Pada Siswa Kelas V Di Sekolah Dasar," *J. Gentala Pendidik. Dasar*, vol. 3, no. 1, doi: 10.22437/gentala.v3i1.6778.

[18] R. K. Yin, *Case Study Research Design and Methods*, Sixth edit. Los Angeles, 2018.

[19] Ibrahim, *Metodologi Penelitian Kualitatif Panduan Penelitian Beserta Contoh Proposal Kualitatif*, 2018th ed. Bandung: Alfabeta, 2018.

[20] M. M. Anggulian and S. Suneki, "Penggunaan Metode Presentasi Untuk Meningatkan Keaktifan Dan Hasil Belajar Siswa Dalam Pembelajaran Pendidikan Pancasila Kelas XI TME 3," *J. Educ.*, vol. 06, no. 03, pp. 17446–17450, 2024.

[21] F. Astuti, "Analisis kesesuaian RPP dengan media pembelajaran tema 7 sub.tema 2 kelas IV di Madrasah Ibtidaiyah Darul Arqam Sukamara," 2020. [Online]. Available: http://digilib.iain-palangkaraya.ac.id/2889/