

# Fitriyani, Titin Sunaryati, Vivi Muflida Karta Surya

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## Implementation Of Project-Based Learning Oriented To The Merdeka Learning Curriculum In The Form Of A Pancasila Student Profile With Global Diversity

Fitriyani\*, Titin Sunaryati, Vivi Muflida Karta Surya

Universitas Pelita Bangsa, Indonesia

\*Email: [fitriyani@pelitabangsa.ac.id](mailto:fitriyani@pelitabangsa.ac.id)

### Articles Information Abstrak

#### Keywords:

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Konsep kurikulum belajar mandiri yang diterapkan di sekolah dasar merupakan solusi untuk menjawab semua permasalahan pendidikan di Indonesia. Saat ini Kurikulum Belajar Mandiri yang diterapkan antara lain penguatan Profil Mahasiswa Pancasila, yaitu kegiatan ko-kurikuler berbasis proyek yang dirancang untuk memantapkan pencapaian kompetensi, karakter sesuai profil mahasiswa yang disusun berdasarkan Standar Kompetensi Lulusan. Penelitian dilakukan di SDS Bangun Mandiri dengan implementasi implementasi yaitu dengan melaksanakan kegiatan Market day yang merupakan kegiatan kewirausahaan untuk melatih siswa menerapkan nilai-nilai positif sebagai wujud kurikulum belajar mandiri sebagai bentuk implementasi profil siswa Pancasila dengan global perbedaan. Penelitian ini bertujuan untuk mengajarkan dan melatih siswa di sekolah dasar untuk belajar berwirausaha dan mencintai produk yang melestarikan kearifan lokal. Penelitian ini menggunakan penelitian data deskriptif kualitatif. Teknik pengumpulan data menggunakan wawancara mendalam, observasi dan dokumentasi. Hasil yang diperoleh dari kegiatan ini adalah siswa mampu melaksanakan kegiatan market day dengan menjual produk dari berbagai provinsi di Indonesia maupun di dunia.

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#### Abstract

The concept of an independent learning curriculum that is applied in elementary schools is a solution to answer all education problems in Indonesia. Currently, the Independent Learning Curriculum that is applied includes strengthening the Pancasila Student Profile, which is a project-based co-curricular activity designed to strengthen the achievement of competencies, and character according to the student profile compiled based on Graduate Competency Standards. Research is carried out at SDS Bangun Mandiri by implementing implementation, namely by carrying out Market day activities which are entrepreneurial activities to train students to apply positive values as a manifestation of the independent learning curriculum as a form of implementation of the Pancasila student profile with global diversity. This research aims to teach and train students in elementary schools to learn entrepreneurship and love products that preserve local wisdom. This study used qualitative descriptive data research. Data collection techniques used in-depth interviews, observations, and documentation. The result obtained from this activity is that students can implement market day activities by selling products from various provinces in Indonesia and around the world.

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## INTRODUCTION

The biggest challenge in the current era of globalization is the development of quality in terms of knowledge and skills, the cultivation and implementation of character must also be a concern that must be prioritized. The school as an institution becomes the most appropriate environment for acquiring positive knowledge and skills, as well as for training and living with existing characters (Lai et al., 2018). This needs to be instilled into all levels of education, especially in elementary school education. Given the many good or positive impacts of moral-based character that can allow an individual and his social environment to develop (Lerner, 2019). The Merdeka Curriculum is one of the efforts to improve the quality of education in Indonesia under the needs of the times. One of the profiles of Pancasila Students is a character with global diversity. In this case, students who have a Pancasila profile with global diversity have the spirit to maintain their ancestral culture, locality, and identity and remain open-minded in interacting with other cultures. The purpose of this paper is to find out how to strengthen the profile of Pancasila with global diversity towards students.

At the primary school level, it is the easiest place to cultivate children's character (Atika et al., 2019). For this reason, it is very important to instill character from an early age because it will affect growth and development, and social relations in children. The character also has two important roles in life in the future, especially in career development, namely a sense of optimism and always a sense of always being grateful (Vela et al., 2018). One of the important characteristics to be cultivated in today's younger generation is global diversity. The government is currently forming a program to grow and strengthen the character of students, namely the Pancasila Student Profile program which is already in the Regulation of the Minister of Education and Culture Number 22 of 2020. The existence of this program is to realize that Indonesian students become students who throughout life are balanced with having global competence and behaving following the values contained in Pancasila. In the Pancasila Student Profile, there are 6 Pancasila student characters, one of which is global diversity. Global diversity is a reflection of the character that Indonesian students hope to maintain the ancestral culture of the locality and its identity, have very broad thinking when communicating with different cultures so that this can foster an attitude of respect and form a positive noble culture and have no opposition to the noble culture owned by the nation (Culture, 2020)

## METHOD

The method in this study is the descriptive method. This study aims to describe the Implementation of Project Base Learning oriented toward the Independent Learning Curriculum in the form of a Pancasila Student Profile with Global Diversity. To cultivate the character of the global diversity of students in Primary School. Data collection was obtained from interviews, observations, and documentation. More research is carried out in the school environment. The interview was used to get all information related to the implementation of project-based learning by holding a market day which was attended by all students at SD Bangun Mandiri, Jakarta, where the purpose and purpose of this activity were to foster the character of global diversity, as well as documentation in the form of activities in growing the character of global

diversity which was used to support the results of the Engineering study to analyze the data in this study using the Miles and Huberman model which includes reducing data, presenting data, and drawing conclusions. This research was conducted at SD Bangun Mandiri, Jakarta which is one of the best private schools in South Jakarta. The amount of data obtained and then analyzed and then narrated to get an idea of how the Project Base Learning Implementation oriented Merdeka Belajar Curriculum In the form of a Pancasila Student Profile with Global Diversity, to further instills the love of students with culinary diversity owned by the Indonesian nation.

## RESULT AND DISCUSSION

Each key in the Pancasila Student Profile has its role in shaping the character of both youth and national students as in the 2nd keyword, namely "global diversity" which contains the message that the nation's children must be passionate about maintaining the original culture, locality, and identity of Indonesia, but remain open to other cultures as a form of respect and positive introduction to the culture. Especially in the current age of globalization, it will certainly facilitate the introduction and exchange of cultures with one another. This global diversity can also be said to be a sense of respect for differences or tolerance in diversity, respecting the original culture but not closing itself off from outside cultures. The first key to developing global diversity is to know and appreciate culture. Strengthening the Student Profile of Pancasila: Global Diversity is one of the government programs through the Ministry of Education, Culture, Research, and Technology (Kemendikbud Ristek).

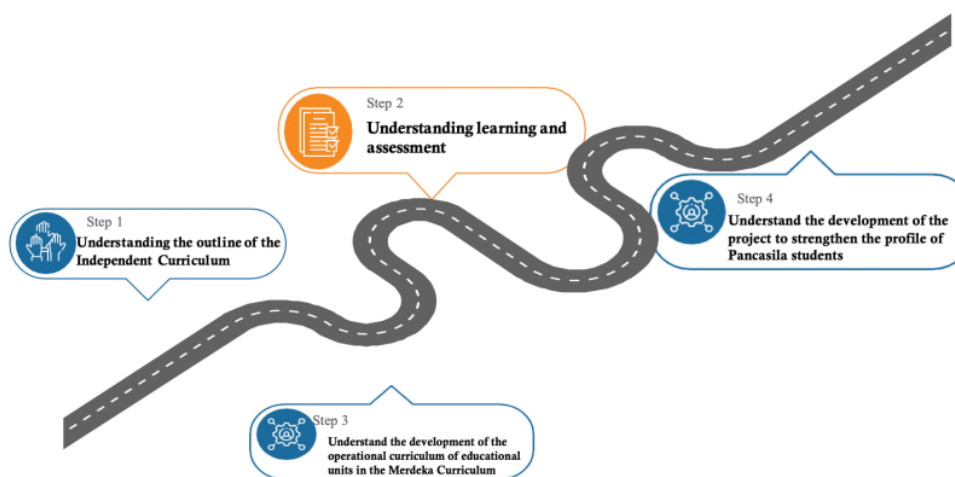
The program must be implemented by all Indonesian students. This Pancasila student profile was initiated as a guideline for Indonesian education. The Pancasila Student Profile is a character that must be built from an early age. Pancasila Student Profile is the embodiment of Indonesian students as students who have global competence and behave under Pancasila Values. One of the profiles of Pancasila Students is a global diversity character. In this case, students who have a Pancasila profile with global diversity have the spirit to maintain a noble culture, locality, and identity and remain open-minded in interacting with other cultures, thus fostering mutual respect and the possibility of forming a new culture that is positive and does not conflict with the noble culture of the nation.

Global diversity is a feeling of respect for diversity. Global diversity is tolerance for difference. 3 key elements become the profile of Pancasila students with global diversity, namely (1) Knowing and appreciating the culture of Pancasila Students recognizing, identifying, and describing various groups based on their behavior, gender, way of communication, and culture, as well as describing the formation of their and group identities, as well as analyzing how to become a member of a social group at the local, regional, national level, and global. Being able to better know and appreciate the culture of the nation and also the culture of the outside can foster an attitude of tolerance and respect between others. Attitudes and behaviors of tolerance towards the diversity of society are key to promoting unity and unity, as well as preventing the process of division of society, nation, and state. (2) Intercultural communication skills in interacting with Pancasila Students Communicating with cultures that are different from themselves equally

by paying attention to, understanding, accepting the existence, and appreciating the uniqueness of each culture as a wealth of perspectives to build understanding and empathy for others. Intercultural communication is communication between people of different cultures. (3) Reflection and responsibility for the diverse experience of Pancasila Students reflectively utilize their awareness and diversity experience to avoid prejudices and stereotypes against different cultures, including bullying, intolerance, and violence, by studying cultural diversity and gaining experience in diversity. Market day program, this activity can be used as a market day program at the elementary school level, in addition to fostering an entrepreneurial spirit in children, this activity can be used as a learning to manage finances, a means to control themselves, and help parents light work. (Mustikawati, 2020)

The profile of Pancasila students is a policy that supports the realization of national goals and the continuation of character-strengthening programs. The profile of Pancasila students, namely, having faith and devotion to God, global diversity, independence, cooperation, critical reasoning, and creativity, it is hoped that the Indonesian nation will become an intelligent and characterful individual. and able to face the challenges of the 21st century and course, instill the values contained in Pancasila as the philosophy of our country consistently, and able to realize a prosperous and dignified national life as one of the mandates of the 1945 constitution. The strategy of developing the Pancasila student profile is integrated into formal education activities through extracurricular, co-curricular, and extracurricular which is packaged in the pyoek activity of strengthening the profile of Pancasila students through the implementation of the Pancasila student profile policy, it is hoped that it will be able to build the character of the Indonesian nation that is superior and able to compete globally. (Irawati et al., 2022)

The Pancasila Student Profile has the main objectives of maintaining the noble values and morals of the nation, readiness to become a world community, the realization of social justice, and the achievement of 21st Century competencies. In the spirit and attitude every day in the community or profession, we must have a profile of Pancasila students. The students defined here are superior human resources who are lifelong students who have global competence and behave under Pancasila values. The results of this study show that the implementation of the Pancasila student profile in schools is still less than optimal and its implications for the formation of the character of students is very strong. So that if the profile of Pancasila students is optimized in their implementation in schools, the character of Pancasila students will be formed (Kahfi, 2022)



**Figure 1.** Content map of understanding the implementation of the Independent Curriculum

**Table 1.** Learning and Assessment Guide (Agency for Standards, Curriculum and Education Assessment of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia)

Step 1 Understanding the outline of the Independent Curriculum	Step 2 Understanding learning and assessment
<ul style="list-style-type: none"> <li>Regulations regarding the applicable Independent Curriculum</li> <li>Academic Study of the Curriculum for Learning Recovery</li> </ul>	<ul style="list-style-type: none"> <li>Learning and Assessment Guide</li> <li>Principles of learning and assessment</li> <li>Learning according to the stages of the learner</li> <li>Learning planning and assessment (including the flow of learning objectives)</li> <li>Plan learning</li> <li>Processing and reporting of assessment results</li> </ul>
Step 3 Understand the development of the operational curriculum of educational units in the Merdeka Curriculum	Step 4 Understand the development of the project to strengthen the profile of Pancasila students
<ul style="list-style-type: none"> <li>Guidelines for Developing the Operational Curriculum of Education Units</li> <li>Analysis of the characteristics of educational units</li> <li>Preparation of the vision, mission, and objectives of the education unit</li> <li>Organizing learning</li> <li>Learning planning</li> <li>Mentoring, evaluation, and professional development</li> </ul>	<ul style="list-style-type: none"> <li>Guidelines for Project Development to Strengthen Pancasila Student Profile</li> <li>Setting up the school ecosystem</li> <li>Designing a project to strengthen the profile of Pancasila students</li> <li>Manage the project of strengthening the profile of Pancasila students</li> <li>Processing assessments and reporting the results of projects to strengthen the profile of Pancasila students</li> <li>Evaluation and follow-up of projects to strengthen the profile of Pancasila students</li> </ul>

In its implementation, the government also really needs the role of schools, especially teachers. In the teacher education system, it has a very important role (Widiyono, 2018) A teacher holds the responsibility

for building the character of students. The arduous task of building character and citizenship is in the hands of the teacher (D'Rozario et al., 2017). The important role of a teacher in the successful cultivation of character education by students in schools, So teachers should be able to adapt to the developments that are happening at this time. The cultivation of student character is not only obtained when students participate in formal learning under applicable curriculum guidelines, but teachers also instill student character by applying hidden curriculum in schools.

A hidden curriculum is learning beyond the formal curriculum taught and can have a strong influence on students' professional development (Neve & Collett, 2018). In education, the role of the hidden curriculum cannot be separated. The experience felt by students directly has a relationship with the hidden curriculum where with that experience students can change their behavior patterns. With it, educators must be able to see the curriculum hidden in the planning and execution of students' lessons, as well as in the implicit structure and events of student teaching (Brownell, 2017)

The existence of this hidden curriculum can improve the function of the formal curriculum and also provide a more immersive experience and benefit for both teachers and students. The cultivation of the character of global diversity is very important to be applied, judging from the conditions that occur in Indonesian education at this time, there are many problems related to character deviations whose perpetrators are most of Indonesia's young generation from all levels of education, The elementary school level is no exception. This can be seen from data released by the Programme for International Students Assessment (PISA) in 2018 where 41.1% of students in Indonesia have experienced bullying. In this paper, we will raise how the implementation of the base learning project oriented towards the independent learning curriculum as a manifestation of the Pancasila student profile on the dimension of global diversity, namely through market day activities.

The market day itself is held by the school with the intention and purpose of training students' skills to instill an entrepreneurial spirit so that students can be independent and able to also work together with people that was all around them. Long before, in the process of cultivating an entrepreneurial spirit through education, there was a process of forming an entrepreneurial spirit, namely through the process of learning and habituating oneself as the originator of character in the future. In this case, elementary schools (SD) as the door to the first compulsory education for children certainly have an important role. Explicitly, at the elementary school education level, there is no obligation to study entrepreneurship. However, if it is connected with the needs, hopes, and support of the government for the growth of the entrepreneurial spirit through education, then this deserves more attention. Entrepreneurship is about cooperation with others because entrepreneurship also talks about how to provide benefits to others.

Through this entrepreneurship education, it is hoped that in the future children can be independent and provide work opportunities for others. Activities oriented towards the cultivation of an entrepreneurial spirit in elementary schools can be carried out to further increase student interest. In this activity, students can be filled with role-play activities, simulations, school environment observations, and others where the

goal is to train imagination, find a way out of a problem, foster motivation, build a positive spirit, cultivate a creative attitude, discipline, love to save, charity, caring attitude and so on through various activities carried out. For this activity to provide maximum benefits to students, it is very necessary to have the creativity of the supervisor to train the entrepreneurial spirit as well as structured training materials so that the delivery of the core of this activity can be truly applied by students in everyday life.

#### Market Day Theme at SDS Bangun Mandiri

*Today's Independent Building School Business Day activity has the theme "From SBM to The World". As sellers, they are students in class E3, while as buyers, students in grades E1 and E2. Market Day activities for the 2022-2023 school year have been held offline again after two years ago it was held online. The market day concept taken for grades 1, 2, and 3 introduces food and beverages from Indonesia and various continents that exist in the world. A variety of food and drinks are sold such as food from Indonesia there are Sempol Ayam, Dodol Betawi, Getuk, Siomay, mandazi, and karkade tea from the African continent, then there are fried chicken, cookies, hotdogs, and ice cream from the American continent. While from the Australian continent, there is fairy bread, bunning sausages sizzling, lemon squash, and apple pie. Then no less interesting than the Asian continent served dim sum, sushi, toppoki, and so on. Students learn to transact on their own and serve buyers like adults so that when they grow up, they will be ready if they become an entrepreneur. In addition, students can also apply the concepts of mathematics lessons they get in class, such as addition, subtraction, multiplication, and division operations. Learning is not only in the classroom, students interact with other students who have different backgrounds, for example from different religions or tribes. Through this activity, students are trained to be more confident, cooperate and respect others.*



Figure 2. Teacher activities

Teachers integrate into learning, and school activities, familiarize students with good habits, individual or group assignments of local and international cultures, cultural arts staging activities, and government programs that support the development of global diversity character. The growth of the character of global diversity is very important in this era of globalization. For this reason, schools, especially teachers, are the key to overcoming this, teachers must be committed to delivering students achieve the expected educational goals. Not only the role of the teacher but all components of the school must also be maximized. The cultivation of the character of global diversity in this era of rapidly developing globalization is important. So teachers who have an important role must be able to quickly provide attitudes and character to students who are in line with the development of this era.

In providing students with the cultivation of global diversity character values, teachers can apply a hidden curriculum in it which is integrated with various kinds of lesson content. For this reason, schools, especially teachers, must be aware of the important role and advantages and disadvantages of the hidden

curriculum. Teachers can use and activate hidden curriculum as a support for the implementation of the formal curriculum so that they can further have a positive impact on students in growing the character of global diversity. So that by applying this hidden curriculum will be able to help to achieve the expected educational goals, students are not only intelligent in terms of intelligence but also have a positive character.

Teachers of Mobilizing Elementary Schools in DKI Jakarta have maximized the process of developing a hidden curriculum to support the growth of the character value of global diversity very well, namely integrating into the content of lessons or school programs such as conducting positive habituations continuously, providing assignments related to local or international culture, holding group work as a reinforcement of tolerance and cooperation, holding cultural arts performance activities, and utilizing a variety of government programs that support the cultivation of the character of global diversity. To further maximize the application of hidden curriculum, cooperation from all parties must also be maximized such as principals, teachers, parents, communities, and students. The term entrepreneurship education consists of the terms education and entrepreneurship. Education according to the National Education System is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble character, and skills which are necessary for himself, society, nation, and state (Law on National Education, 2003).

Meanwhile, entrepreneurs are people who dare to take risks to open a business on various occasions. Being brave enough to take risks means being independent and daring to start a business, without being overwhelmed with fear or anxiety even in uncertain conditions. From both terms, entrepreneurship education has a meaning of effort to develop all the potential of students and form an attitude that is independent, creative, dares to take risks, has a leadership spirit, hard work, honesty, discipline, innovation, responsibility, able to find opportunities and find solutions and never give up so that he is ready to live in society and is actualize these attitudes into the business world Entrepreneurship education can be taught through the cultivation of values entrepreneurship that will shape character and behavior for entrepreneurship so that students can later be independent in working or independent business. Entrepreneurship-minded education is characterized by an educational process that applies principles and methodologies in the direction of the formation

Life skills in students through an integrated curriculum developed in schools. An entrepreneur or entrepreneur must be able to see an opportunity and take advantage of it to achieve benefits or benefits for himself and the world around him and the continuation of his business. They must be able to take risks by holding updates (innovation). Entrepreneurs must be good at looking ahead by taking lessons from past experiences, coupled with the ability to accept and take advantage of reality or the reality that surrounds them. Market Day is a buying and selling event held in schools to teach students about business. This Market Day activity at SDS Bangun Mandiri aims to train the entrepreneurial spirit of students as one of

the manifestations of the implementation of the Pancasila student profile, namely those with Global Diversity, students holding their selling products, and others buying these products.

## CONCLUSION

This Market Day can improve the character of students at SDS Bangun Mandiri. Based on the results of interviews with teachers and observation instruments and documentation. This activity fosters a sense of loyalty to friends to become closer, an attitude of helping more visibly, mutual respect for opinions in discussions, and a high sense of concern and they can work together as friends well. Schools as a means of providing education should be able to develop the character of their students, so that not only their cognitive abilities are good, but also have good character. The implementation of Project Based Learning oriented towards the Independent Learning Curriculum in the form of a Pancasila Student Profile with Global Character is one of the characteristics that must be instilled in students because, in the application of the Pancasila student profile with Global character, there are several good characters contained in it. Among others: caring, cooperation, discussion, help, love with different ethnicities, religions, races, and cultures, and having a sense of loyalty to close friends.

In a teaching and learning process, two very important elements are teaching methods and learning media. The results of this study obtained a significant correlation that the provision of oral, and written assessments and project learning inspired by a short film made a very large contribution to strengthening character education based on the values of the Pancasila Student Profile. Students are directed to be able to cooperate with classmates, be competent, and collaborate, in carrying out learning activities at school. develop the nature of mutual aid, collaboration, and care. The main elements of self-reliance include self-understanding and the conditions that are being experienced as well as self-regulation. Students are required to be able to solve problems and can produce something proactively and independently to get other innovative methods that are different every day. (Sumarsih & Muhtar, 2022)

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