

**IMPLEMENTATION OF THE FOUNDATION PHASE
STRENGTHENING PANCASILA STUDENT PROFILE PROJECT IN
THE MERDEKA CURRICULUM AT KELINCI KINDERGARTEN**

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ABSTRACT

Implementation of the project to strengthen the profile of Pancasila Students in the foundation phase in the Independent Curriculum at Kindergarten Kelin. This project is part of an effort to instill Pancasila values from an early age, in accordance with the goals of national education. This study uses a qualitative approach with a data collection method through direct observation, in-depth interviews with teachers, and analysis of documents and learning materials used in the school. The implementation of this project at Rabbit Kindergarten has gone well. Teachers actively integrate Pancasila values in every learning activity. In the project activities to strengthen the profile of Pancasila students, students achieve the dimension of faith, fearing God Almighty. Observations show that students are beginning to demonstrate a basic understanding of these values and apply them in daily interactions at school. The project to strengthen the profile of Pancasila students in the foundation phase of the Independent Curriculum at Rabbit Kindergarten has a positive impact on the formation of student character. To maximize the effectiveness of this program, it is necessary to increase resource support, training for teachers, and active participation of parents in the educational process.

***Keywords: Implementation, Independent Curriculum, Project for
Strengthening Pancasila Student Profiles, Foundation Phase***

INTRODUCTION

Early childhood education (ECE) is a crucial stage in shaping a child's character and knowledge base. During this time, children experience rapid development in various aspects, such as cognitive, emotional, social and physical. Therefore, it is important to provide education that is holistic and focuses on strengthening character. (Rohmah et al., 2023)

In accordance with the provisions stated in the 1945 Constitution, everyone has the right to education. Indonesia's Education Development Index is 0.934, according to Release Data taken from the EFA Global Monitoring Report 2011, out of 127 countries around the world, Indonesia is in position 69. This shows that education in Indonesia is still low compared to many countries around the world. This condition could be due to the lack of attention to education in the country, especially in underdeveloped areas that require special attention from the local and central government. In addition, it is not unaffected by the role of parents

and family, as well as the surrounding environment, to maintain survival.

According to (Permendikbud Number 12 of 2024), the current national education system is governed by the 1945 Constitution and Law Number 20 of 2003. It states that education is a planned and deliberate effort to create an environment and learning process that enables learners to actively develop their potential. This includes building religious spiritual strength, independence, intelligence, noble morals, and skills needed for themselves, the community, nation, and state. (Tambun et al., 2020).

Empirical research from the Curriculum Center identified 18 character values derived from religion, culture and Pancasila, and reflecting the goals of national education. Indonesian society, which is predominantly religious, is rooted in religious values in individual, social and national life. As a unitary state of the Republic of Indonesia, Pancasila is the main principle that should guide values in life. There are

18 character values that are instilled and developed in Indonesian education units such as religious values, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love for the country, respect for achievement, communicative, peace-loving, fond of reading, environmental care, social care and responsibility. (Astuti at al., 2022)

Permendikbudristek

Number 12 of 2024 concerning the Early Childhood Education, Basic Education, and Secondary Education Curriculum establishes Merdeka Curriculum as the national curriculum. The Merdeka Curriculum is designed to provide flexibility to education units in developing a curriculum that suits the needs and potential of students. It aims to create a learning environment that is more inclusive, holistic, and based on students' abilities and interests.

The Merdeka Curriculum also emphasizes the importance of strengthening character, literacy and numeracy, and preparing

students to face global challenges with 21st century skills such as problem solving, creativity and collaboration. The implementation of this curriculum involves various parties, including the government, educators, parents, and the community, to ensure that every Indonesian child gets a quality education that is relevant to the times.

With the implementation of the Merdeka Curriculum, it is expected that there will be an improvement in the quality of education in Indonesia, which is reflected in the achievement of better and more equitable student learning outcomes throughout the country. This curriculum is also expected to be able to answer educational challenges in the digital era and globalization, and encourage innovation in the learning process. The Pancasila Learner Profile is a framework designed to shape the character of Indonesian children in accordance with the values of Pancasila. In the Merdeka curriculum for early childhood education, there is a

Pancasila Learner Profile Strengthening Project (P5) which is designed to shape the profile of Pancasila learners. (Mimin, 2023).

This profile is relevant in shaping the next generation of the nation with integrity, competitiveness, and noble character. In synthesis, early childhood education (PAUD) has an important role in shaping children's character and knowledge base. (Yenti, 2021).

The Pancasila Learner Profile is a framework designed to shape the character of Indonesian children in accordance with the values of Pancasila. The implementation of Pancasila values in early childhood education (ECE) faces several key challenges. First, many parents and teachers do not realize the importance of introducing Pancasila values in early childhood, even though these values are crucial for shaping children's character and preparing for their future. (Bahri, 2022).

Limited time is an obstacle for both teachers and parents in teaching Pancasila values that are

developmentally appropriate. PAUD often have limited resources to teach these values, so they have to be creative in utilizing what is available. In addition, public awareness of the importance of Pancasila values education in early childhood is also still low, which affects the

support received by PAUD programs. Overall, challenges in implementing Pancasila values in PAUD include lack of awareness from various parties, limited time and resources, and low community support for Pancasila-based character education. (Kurniawaty & Widayatmo, 2021)

The Pancasila Learner Profile Strengthening Project activities implement differentiated learning, as during P5 students can develop their skills by increasing their interests. P5 also makes students more active as they discuss the projects they face with their friends.

The aim of P5 is to improve students' skills in developing projects that are in line with the Pancasila student profile. The

Pancasila student profile is part of the Ministry of Education and Culture's basic education policy that aims to implement Pancasila values in students. The Minister of Education and Culture, Nadiem Anwar Makarim, introduced six indicators of the Pancasila student profile, namely noble morals, independence, critical thinking, creativity, mutual cooperation, and global diversity. (Dewantara, 2023)

The gap between theory and practice in character education in the foundation phase is a significant challenge in the implementation of Pancasila values in early childhood education (ECED). Although the theoretical importance of character education is widely recognized and has been integrated in the curriculum, the realization in the field is often not in line with expectations. Many PAUD teachers and managers understand the concept of Pancasila values in theory, but have difficulty in implementing them effectively in daily activities. (Maharani et al., n.d. 2023)..

This could be due to lack of

adequate training, limited resources, or lack of support from communities and families. As a result, the character education that children receive in PAUD is not optimal, and the potential to form a strong character based on the values of Pancasila has not been fully realized.

This research aims to find effective strategies and methods in integrating Pancasila values into early childhood education (ECE). This identification includes various pedagogical approaches, educational tools, and best practices that can be used by teachers and PAUD managers to effectively convey Pancasila values to children. In addition, this research also aims to evaluate the impact of strengthening Pancasila values in early childhood. This evaluation will include an assessment of children's behavioral changes, character development, and understanding of Pancasila values after the implementation of the identified strategies and methods. This objective is important to understand the effectiveness of the

implementation of the Pancasila Learner Profile Project and provide recommendations for further improvement.

RESEARCH METHODS

Based on the phenomenon being studied, the research approach that the author will use is a study approach with qualitative research methods. The author conducts direct meetings (face to face) with the parties who have carried out the project activities. The author interviews the principal and teacher staff. This research is an interesting exploration, with a more riveting nature of the consequences of interviews, observations, and directed documentation. Qualitative research is a field of social sciences and humanities, especially in the context of micro-analysis.

Its main focus is on human patterns and behaviors, as well as what underlies them, which are often difficult to measure with numbers. This is because outward appearances

often do not fully reflect actual thoughts and motivations. Qualitative research approaches are rooted in inductive thinking and rely on participatory objective observation of specific social phenomena (Dr. Nursapia Harahap, M. hum. 2020)

This research focuses on teachers who teach early childhood (PAUD) children about the P5 program. The P5 program is an initiative to strengthen the profile of Pancasila learners from an early age. Teachers help children learn important values such as gotong royong, creativity, and love for the country through various fun and educational activities. This research wants to find out how teachers implement this program, what challenges they face, and how they overcome these challenges. By understanding this, we can help other ECD teachers teach P5 better and more effectively.

The research location is at Tk Kelinci, the reason for choosing this kindergarten is that

project-based learning has certainly carried out an independent curriculum, besides that the project to strengthen the profile of Pancasila students has been implemented, TK Kelinci is one of the drivingschools in the city of Depok, therefore we conducted research using interview instruments with the principal and supervising teacher.

A good data collection technique is an important first step in ensuring research success. The first step in data collection is to find relevant information from existing literature sources related to the research topic. The relevant information is then extracted and recorded on information cards or research notes. In addition to collecting data from literature sources, the researcher may also embark on field data collection. This involves collecting information directly from the source, such as interviews, observations, or surveys. (Ulimaz, 2022)

In-depth Interviews

Researchers can conduct in-depth interviews with teachers, principals, classroom teachers. These interviews can help researchers understand the strategies used in implementing P5, the impact on student development, and stakeholders' perceptions of the program. It can also explore the challenges faced during implementation and the solutions that have been tried to overcome them.

RESEARCH RESULTS AND DISCUSSION

According to Ministry of Research, Technology and Higher Education Indonesia No.56/M/2022 concerning Guidelines for Curriculum Implementation in the context of Learning Recovery, it is stated that the curriculum structure at the PAUD and Primary and Secondary Education levels includes intracurricular learning activities and projects to strengthen the student profile of Pancasila. (Pratiwi et al., 2024).

In Merdeka Curriculum, learners are required to have the

ability to organize projects. The purpose of these projects is to help learners develop their potential and skills in different areas. One aspect of the Merdeka Curriculum implementation is the Pancasila Learner Profile Strengthening Project (P5), which consists of a series of project activities. P5 is implemented in two phases, namely the conceptual phase and the contextual phase. (Fatah & Zumrotun, 2023).

Schools begin the implementation of P5 by mapping student needs related to the Pancasila learner profile and selecting relevant dimensions and elements. Next, appropriate themes are selected for implementation. Teacher preparation is carried out through various training programs, such as in-house training, mock studies, learning communities, and self-learning through Merdeka Mengajar platform. Schools also ensure the availability of resources such as books, technology, and adequate teaching aids.

According to an interview with Mrs. Ai Suryati Yulianni S.T,

Principal of Kelinci Kindergarten, Depok City. Kelinci Kindergarten School made significant changes in teaching methods, from group methods to project-based methods. This new method allows students to learn according to their style and interests, increasing engagement and interest in learning. The P5 projects are designed to integrate Pancasila values and build students' character. (Khalifatun et al., 2024).

Kelinci Kindergarten has carried out project activities to strengthen the Pancasila profile of students with the dimension of Belief, Fear of God, with the theme "Beautiful Sharing" children do zakat fitrah activities and distribute to those in need. In P5 activities, there must be challenges, the main challenge in implementing P5 is to invite parents to consistently implement the values of Pancasila at home. (Rasmani et al., 2023). To overcome this, schools communicate intensively with parents, provide guidance and develop strategies that actively involve parents.

After conducting project

activities, schools can evaluate the effectiveness of P5 implementation by looking at the integration of Pancasila values in students' daily lives and through surveys or interviews with parents. The school receives and manages feed back from teachers and students for continuous improvement. The development plan includes making the P5 characters a habit in the school and ensuring the P5 projects are sustainable.

According to an interview with Mrs. IinSholihah S.Pd. one of the Rabbit Kindergarten Teachers, the implementation of P5 has increased students' involvement and participation, which can be seen in their independence, creativity, mutual cooperation, and critical thinking skills. Students' attitudes and behaviors also show positive changes in accordance with the values of Pancasila. This shows that P5 is successful in shaping students' character early on, in accordance with the objectives of Merdeka Curriculum

CONCLUSION

The implementation of the P5 (Profil Pelajar Pancasila) Program in schools has brought many positive benefits. The teaching method that switches from group to projectbased has made students more engaged and excited in learning. The program has also successfully integrated Pancasila values into students' daily lives, helping them to become more independent, creative and critical thinkers.

Although there are challenges in getting parents to consistently implement Pancasila values at home, the school has overcome this by intensive communication and actively involving parents. Evaluations show that students show positive changes in their attitudes and behaviors, in accordance with the values of Pancasila.

Overall, the P5 Program has been successful in shaping student character and supporting the Merdeka Curriculum's goal of building a generation with integrity, responsibility, and ethics. Strengthening the values of

Pancasila from an early age turns out to be very important for the development of better character of children in the future.

RECOMMENDATION

Implementing the Pancasila Learner Profile Project in early childhood education requires a holistic and collaborative strategy. Educators should map students' needs to understand their interests and learning styles and engage teachers in ongoing training to implement creative and relevant project-based teaching methods. Provision of resources such as books, technology and teaching aids are essential to support the learning process. In addition, actively involving parents through intensive communication and practical guidance can ensure Pancasila values are also applied at home. Periodic evaluation through surveys and interviews helps measure the effectiveness of the program and obtain constructive feedback. By integrating Pancasila values in daily activities and interesting projects, and

continuously developing this approach, PAUD can shape children's character with integrity, creativity and responsibility from an early

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