

Analysis The Implementation Of The Pancasila Learner Profile With The *Contextual Teaching And Learning* Method In The Independent Curriculum

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Abstract

The purpose of this study is to describe the implementation of the Pancasila lesson profile in PPKn subjects with *contextual teaching and learning* methods in the independent curriculum. This research methods is a qualitative descriptive research using qualitative methods. The results of this study indicate that the Merdeka curriculum learning profile of Pancasila students plays an important role. As for the use of learning methods in this study, namely the *contextual teaching and learning* method in PPKn learning in class, the purpose of this learning method is to motivate students to understand the meaning of subject matter they are learning by linking the material to the context of their daily lives.

Keywords : Pancasila learner, *contextual teaching and learning*, independent curriculum

1 INTRODUCTION

In the current curriculum, curriculum changes are faced with new challenges to learn how to apply the Pancasila learner profile pattern in accordance with the implementation of the independent curriculum. Shaping the character of students is certainly not an easy thing, however, as a teacher or educator will always strive for how to apply the Pancasila learner profile pattern well to his students. As part of the learning recovery effort, the new curriculum was developed as a curriculum framework that is more flexible while focusing on essential materials and developing the character and competence of learners.

For the improvement of education, the Minister of Education and Culture, Nadim Makarim, has made the Pancasila learner profile one of the visions and missions of the Ministry of Education and Culture as stated in the Minister of Education and Culture Regulation number 22 of 2020 concerning the Ministry of Education and Culture's strategic plan for 2022-2024. The background to the emergence of the Pancasila learner profile is the rapid advancement of technology, sociocultural shifts, environmental changes, and differences in the future world of work in the field of education at every level and in the field of culture.

PPKn subjects are subjects that focus on shaping how students are able to accept and apply learning to everyday life. In an effort to increase student motivation in learning Civics where there are still some students in the class not paying much attention to what is being learned. In learning, the teacher always tries to convey material using language that is

easy to understand so that students easily understand what material the teacher has presented in the lesson. Character building based on the Pancasila learner profile in the independent curriculum must generally be accompanied by teacher motivation to students.

The CTL (*Contextual Teaching and Learning*) learning method is a learning concept that can assist teachers in linking the material they teach with the real world situation of students and encourage students to make connections between the knowledge they have and the application in their lives as Learning members of the family, community and the world of work later.

Based on the current curriculum is an independent curriculum that applies the character of the Pancasila student profile, as in the Civics subject can be applied by using CTL learning methods this can help teachers in linking the material they teach with the real world situation of students, in this learning students can learn to manage, seek and find concrete learning experiences and relate to students' real lives.

2 RESEARCH METHODS

The method used in this research is Descriptive Qualitative research method with a qualitative approach. Meanwhile, by using Descriptive Qualitative research, the procedure for conducting this research was carried out through observation, interviews, and documentation.

This research was conducted because of the existence of a new operational unit curriculum at SD Negeri Cipayung Depok, with the existence of the latest curriculum, namely the independent curriculum based on the character profile of Pancasila students. The independent curriculum at Cipayung Depok State Elementary School has been implemented in low and high grades, namely only in grades I and IV. As for the other classes, they still apply the 2013 curriculum with thematic learning. In this study, the focus was on Civics learning in grade IV using the CTL (*Contextual Teaching and Learning*) method.

3 RESULT AND DISCUSSION (11pt)

The results showed that in the new paradigm learning independence curriculum, the Pancasila learner profile acts as a guiding direction that guides all policies and reforms in the Indonesian education system, including learning, and assessment. In the subject of Civic Education in Indonesia, it is expected to prepare mature students at the time of elementary education as much as possible, in order to become students who are able to develop their potential in various fields of education. The use of learning methods in this study is the CTL (*Contextual Teaching and Learning*) learning method in Civics Learning in the Classroom. The purpose of this learning model is to motivate students to understand the meaning of the subject matter they are learning by linking the material to the context of their daily lives.

3.1 Research Findings

Primary schools have been developing improvements and innovations for the development of new paradigm learning achievements to ensure learner-centered learning practices. With this new paradigm, learning is a cycle that starts from mapping competency standards, planning the learning process, and implementing assessments to improve learning so that students can achieve the expected competencies.

In addition to the K13 curriculum in elementary schools, all teachers socialize the application of the Pancasila learner profile to all students. In learning activities, teachers play an important role in bringing the direction of learning to be more effective and optimal. A teacher is not only required to teach material to achieve learning competencies and prioritize student cognition, but also explore the potential of students to have character.

3.1.1 New Paradigm Learning With The Implementation of the Pancasila Student Profile Character in the Independent Curriculum

Independent curriculum planning refers to several principles, namely, (1) disciplinary achievement standards pay attention to principles, focus and coherence; (2) ability to transfer competencies, interdisciplinary, and choices; (3) authenticity flexibility and harmony and; (4) student involvement, empowerment, or independence and teacher empowerment or independence.

To encourage the transformation of education in Indonesia, this mobilizing teacher program is worth implementing to support students to have holistic abilities based on Pancasila values and can foster skills, have good potential and provide inspiration not only in the school environment but also in the wider community.

The new learning paradigm provides flexibility for educators to formulate learning designs and assessments according to the characteristics and needs of students.

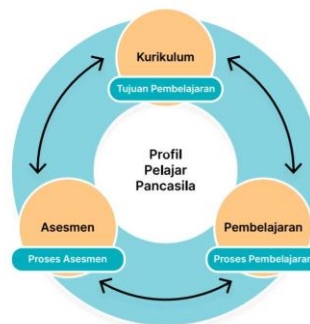


Figure 1

Learning development framework in the new paradigm

The application of the new paradigm with the implementation of the character of the Pancasila learner profile in the independent learning curriculum, teachers still cannot implement the independent learning curriculum at all grade levels, however, for the application of the Pancasila learner profile character, principals and teachers try to invite all students at school to participate in applying and understanding the character of the Pancasila learner profile based on 6 dimensions of the Pancasila learner profile. Among them; 1) faith, devotion to God and noble character; 2) independent; 3) critical reasoning; 4) creative; 5) mutual cooperation; 6) global diversity.

3.1.2 Civics Learning In The Independent Curriculum With CTL Learning Methods

Civics learning in their curriculum must certainly give a more interesting impression accompanied by character development based on the dimensions of the Pancasila student profile. In the conceptual framework of the Pancasila student profile in the Civics teacher's guidebook at school refers to the signs made by the curriculum development team of the bookkeeping center of the Ministry of Education and Research. Furthermore, the profile of Pancasila students developed in the independent curriculum in the Civics teacher's guidebook in elementary school includes the following points:

1. Explaining the purpose of the teacher's manual
2. Explaining the profile of Pancasila students briefly
3. Explain the specific nature of the subject according to its level
4. Flow of annual learning outcomes
5. General learning strategy

In the subject of Civics in elementary schools, Civics is a subject that is directly related to efforts to form the personality of students based on the Pancasila student profile. That is, producing students whose character values have a basis according to the Pancasila student profile in the independent learning curriculum, namely faith, devotion, and noble

character, global diversity, mutual cooperation, independence, critical and creative reasoning.

With several factors, there is a need for motivation that can build students' attraction to learning. One of the learning methods that can be applied to increase student learning motivation in Civics learning is the CTL (*Contextual Teaching and Learning*) method. In order for the implementation of Civics learning with the CTL method to run well, therefore, the role of the teacher is very important in organizing learning strategies accompanied by active participation of students in the classroom.

3.2 Discussion Result

In the new paradigm learning set by the government in new paradigm learning, the learning development framework is not a linear model but a continuous cycle. Starting from the national education goals, the application of the Pancasila student profile, graduate competency standards (content standards, process standards, assessment standards, and other standards), curriculum structure, learning outcomes, learning principles and assessment.

The development of character in the Pancasila learner profile is the main study besides that, the purpose of forming the six dimensions of the Pancasila learner profile character is to make students have faith, devotion, and noble character, global diversity, mutual cooperation, independence, critical and creative reasoning.

In the learning process of using CTL learning methods in Civics learning in class, of course, there are influences that can occur during class learning. The influence obtained can be both positive and negative. The positive influence obtained can be (1) with the CTL learning model in Civics subjects, students can find their own problems so that students are independent and practice more critical thinking. (2) students' learning experiences can increase and benefit their daily lives through learning experiences. (3) students' ability to remember, find out and ability to ask questions increases because of their curiosity about realistic learning. As for the negative effects, they can be in the form of (1) if the teacher in the classroom is not good at linking learning material with real life which makes students less understanding, then classroom learning will become monotonous. (2) if the teacher in the classroom cannot direct and guide and pay extra attention, then students find it difficult to understand inquiry and build their own knowledge.

4 CONCLUSION

The new learning paradigm in the independent curriculum provides flexibility for educators to formulate learning and assessment designs according to the characteristics and needs of students. In the new paradigm learning, the Pancasila Learner Profile acts as a guiding direction that guides all policies and reforms in the Indonesian education system, including learning, and assessment.

In the driving teacher program aims to shape Pancasila learners into an important system that can change Indonesian education in a new and better direction. Pancasila Learner Profile Competencies and characters contained in 6 dimensions including; 1) faith, devotion to God and noble character; 2) independent; 3) critical reasoning; 4) creative; 5) mutual cooperation; 6) global diversity, as a guiding direction that guides all policies and reforms in the Indonesian education system, including learning, and assessment. Principles of Learning and Assessment Serves as the values that underlie the implementation of learning and assessment. The curriculum structure of SD/MI/other equivalent forms is divided into 3 (three) phases: Phase A for grade I and grade II, Phase B for grade III and grade IV and Phase C for grade V and grade VI.

The use of learning methods in this study is the CTL (*Contextual Teaching and Learning*) learning method in Civics Learning in the Classroom. In the context of learning by using the CTL model, the teacher can relate the material to the context of their daily lives, with the Pancasila student profile project in the independent learning curriculum.

To achieve maximum goals in Civics learning, teachers need to develop learning strategies that are used in class according to each aspect of learning. This makes teachers have to know what strategies to use when learning in class. To overcome these problems, the application of the CTL learning model can be an alternative choice.

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