

Internalization and Application of Pancasila Student Profile Values in the Merdeka Curriculum

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Abstract

One of the main references of the Merdeka curriculum discusses the main key in this learning is a pleasant learning atmosphere. Of course, in terms of natural and automatic, if the learning atmosphere is pleasant, this can affect student interest and learning outcomes. Thanks to an interesting learning atmosphere and a meaningful learning process, learning becomes more qualified. Freedom in the learning process in accordance with the previous learning concept, that is, learning familiar terms is fun. The learning process is fun, not just having fun of course. But more on achieving learning goals in a more enjoyable way. Learning is smoother, which naturally affects students' physical and mental performance to achieve meaningful learning. All of this must be achieved based on the great contribution of the teacher and can collaborate or work with students to realize and apply everything that has been arranged in the curriculum. The direction of the Merdeka Curriculum towards Pancasila Students is the embodiment of Indonesian students as lifelong learners who have global competence and behave in accordance with Pancasila values.

Keywords: Merdeka Curriculum; Pancasila Student Profile.

Abstrak

Acuan utama dari kurikulum merdeka salah satunya membahas mengenai kunci utama dalam pembelajaran ini adalah suasana belajar yang menyenangkan. Tentu yang dalam hal wajar dan otomatis jika suasana belajar menyenangkan, hal ini dapat mempengaruhi minat dan hasil belajar siswa. Berkat suasana belajar yang menarik dan proses pembelajaran yang bermakna, pembelajaran pun menjadi lebih berkualitas. Kebebasan dalam proses belajar sesuai dengan konsep belajar sebelumnya yaitu mempelajari istilah-istilah yang familiar itu menyenangkan. Proses belajar yang menyenangkan, bukan sekedar bersenang-senang tentunya. Namun lebih pada mencapai tujuan belajar dengan cara yang lebih menyenangkan. Pembelajaran lebih lancar, yang secara alami mempengaruhi kinerja fisik dan mental siswa untuk mencapai pembelajaran yang bermakna. Semua ini pasti dicapai berdasarkan kontribusi besar Guru dan bisa berkolaborasi atau bekerja sama dengan para pelajar demi mewujudkan dan mengaplikasikan segala sesuatu yang telah diatur didalam kurikulum. Arah Kurikulum Merdeka menuju Pelajar Pancasila yaitu perwujudan pelajar Indonesia sebagai pelajar sepanjang hayat yang memiliki kompetensi global dan berperilaku sesuai dengan nilai-nilai Pancasila.

Kata Kunci: Kurikulum Merdeka; Profil Pelajar Pancasila.

A. INTRODUCTION

Education has an important position in making society towards a civilization aspired by the state, nation and religion, therefore good education will give birth to a quality and useful generation, especially in Indonesia. The education must be systematized and able to answer the development of modern times today.¹

¹ Sutrisno and Nurul Mahruzah Yulia, "Pengembangan Kompetensi Guru Dalam Mendesain Pembelajaran Pada Kurikulum Merdeka/ Teacher Competency Development in Designing Learning in the Independent Curriculum," *Al-Mudarris: Journal Of Education* 5, no. 1 (April 27, 2022): hlm. 31, <https://doi.org/10.32478/al-mudarris.v5i1.954>.

The presence of a good system is reflected in the principles of education in formal and non-formal schools / madrasahs, the system in education requires having a good curriculum as well. One system that is very influential in education is highlighting the curriculum in education. Today the curriculum is very crowded and many experts highlight the existence of the Merdeka Curriculum.

The current Merdeka curriculum must be able to improve students' abilities. Merdeka learning or often known as Merdeka Belajar, teachers and students have the freedom to explore skills and improve learning according to skills and abilities.²

The existence of the Curriculum Merdeka platform has a major impact and has a necessity on application in a more adaptive, transformative and applicable form. If the curriculum is well planned and supported by adequate facilities and infrastructure, support and facilitate teachers to teach and students to live or be aware of the importance of education, and the quality of teachers and students towards good things that are improving Indonesian education culture.

The regulation of Merdeka Belajar is an idea to improve the education system that has become a culture in Indonesia that has been implemented nationally. The rules of the concept of Merdeka learning also have the desire to create an educational atmosphere that is more in demand and leads to something desired. The policy of the Merdeka curriculum must be able to realize ideal education with all the ideas and possibilities that will occur according to the times, requiring training and education from time to time that is more in line with the development of modern times that have been felt by the Indonesian nation³

Inclusive learning is reflected in the Merdeka Curriculum as an instrument or tool to cultivate creativity, creation, and for participatory learning. Inclusive learning not only supports students with or has special needs, but also has an impact on the implementation of more targeted and programmatic education collaboratively. Instilling a form of understanding to students understanding tolerance, understanding the meaning of differences both in racial, social, cultural, religious and ethnic differences can be accepted in inclusive learning. Respect for like-minded people is the most important desire, so that differences in identity do not get in the way. Therefore, inclusive learning can be achieved by applying the values of the Pancasila student profile.

The profile of Pancasila students / teachers is students who have character and can show their identity in accordance with the values and norms of Pancasila or can be called pancasilais. The project of strengthening the profile of Pancasila students / teachers is a project-based learning with objectives and dimensions to implement and implement the essence of the profile of Pancasila students / students. Through these actions, education units

² Taufik Nugroho and Dede Narawaty, "Kurikulum 2013, Kurikulum Darurat, Dan Kurikulum Prototipe (2020-2021) Atau Kurikulum Merdeka (2022) Mata Pelajaran Bahasa Inggris: Suatu Kajian Bandingan," *SINASTRA: Prosiding Seminar Nasional Bahasa, Seni, Dan Sastra* 1, no. 0 (2022): hlm. 377, <https://www.proceeding.unindra.ac.id/index.php/sinastara/article/view/6099>.

³ Irwan Efendi, Sri Murhayati, and Zaitun Zaitun, "Model Inovasi Pengembangan Kurikulum Merdeka," *At-Tajdid: Journal of Islamic Studies* 2, no. 4 (October 30, 2022): hlm. 197, <https://doi.org/10.24014/AT-TAJDID.V2I4.20043>.

can implement certain subjects determined by the needs and abilities of the school. The implementation of these project activities can be through habit-based learning or practice that applies the values of the Pancasila student profile such as (1) loyalty, devotion to God Almighty and noble morals, (2) global diversity, (3) hard work in togetherness, (4) independence, (5) critical opinion and (6) creative.⁴

The urgency of internalization or the process of debriefing education is needed in the academic world, especially in educational units that are eager to prioritize the diversity that already exists in Indonesia, including the value of the Pancasila Student Profile will answer educational problems that respond to tolerance of various differences. Therefore, this is what underlies this study is important to discuss the challenges of implementing the values of the Pancasila Student Profile in learning in the Merdeka curriculum.

B. LITERATURE REVIEW

The role of teachers in preparing the younger generation as members of Society 5.0 is very important. Teachers are not only teachers, but also facilitators of learning who inspire and guide students in developing skills throughout their lives. Teachers have a central role in creating adaptive learning environments, providing guidance, as well as facilitating opportunities to participate in lifelong learning programs. However, there are still challenges in optimizing the learning culture among teachers. Many teachers have yet to fully harness the potential of lifelong learning and available technology. Attention and awareness of this needs to be increased. Teachers need to be encouraged to continue to improve their skills in dealing with changes that occur in the world of education, as well as gain the necessary understanding and mastery of technology⁵.

Facing this challenge, there needs to be attention and support from various parties. Continuous training and professional development should be part of the teacher education approach. Educational institutions, governments, and communities need to come together to create an environment that supports and encourages teachers to continue learning and developing their skills. By paying attention to the role of teachers and overcoming existing barriers, we can ensure that lifelong education becomes a reality in Society 5.0, so that young people are ready to face the increasingly complex demands of the rapidly evolving world of work. In the era of Society 5.0, the demands on individual skills are increasingly complex and multidisciplinary. Society expects individuals to have abilities that cross different fields, so education needs to adopt a more holistic approach in developing students' skills. It involves integrating different disciplines and linking theory and practice in learning.

Teachers have a key role in preparing young people with the multidisciplinary skills needed in Society 5.0. They are not only teachers, but also as facilitators of learning who

⁴ Israwati Amir, Nursalam Nursalam, and Irvan Mustafa, "Tantangan Implementasi Nilai-Nilai Profil Pelajar Pancasila Dalam Pembelajaran Bahasa Indonesia Pada Kurikulum Merdeka Belajar," *GHANCARAN: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 2022, hlm. 206-207, <https://doi.org/10.19105/ghancaran.vi.7587>.

⁵ Agustini Buchari et al., "Peran Guru Dalam Pengelolaan Pembelajaran," *Jurnal Ilmiah Iqra'* 12, no. 2 (December 25, 2018): 106–24, <https://doi.org/10.30984/JII.V12I2.897>.

inspire students to develop skills such as programming, design, project management, entrepreneurship, and more. Teachers need to have a deep understanding and practical ability in these areas to be able to guide students effectively. However, there are still many teachers who face challenges in mastering multidisciplinary skills. Some of them may not be familiar with the use of the latest technology or have difficulty multitasking. Therefore, there needs to be attention and awareness of this condition. Support in the form of training and professional development needs to be provided to teachers so that they can acquire the necessary skills and knowledge.

Awareness of the importance of mastering multidisciplinary skills and multitasking skills needs to be instilled in all relevant parties. Educational institutions, governments, and society as a whole need to work together in providing adequate training, resources, and support for teachers. With greater attention to teacher professional development, they can play an effective role in preparing young people as members of Society 5.0 who have the skills and competencies needed in an increasingly dynamic world of work.⁶

In Society 5.0, learning is no longer limited to formal school days. Lifelong education becomes essential to ensure individuals can continue to develop their skills and knowledge throughout life. Individuals need to have accessibility and opportunities to follow relevant learning programs and gain recognition for their achievements. In Law number 20 of 2003 concerning the National Education System, it is explained that educators are professionals who plan and implement learning. In addition, Thornberg (2016) states that educators also assess learning outcomes and conduct guidance, training, research and community service. Teachers must also have broad educational insights because in addition to contact with students, teachers also live in a system environment related to other teacher communities, which shows that teachers become resources that must be communicative and interactive in educational institutions.

Collaborative intelligence is an individual's ability to cooperate and collaborate with others in achieving a common goal. This not only happens in a corporate environment, but can also start and happen in education or at school. The role of teachers is very important in developing collaborative intelligence in students. The teacher must be the facilitator of learning who directs students in working collaboratively. They can create learning environments that support teamwork, share knowledge, and learn from shared experiences. Teachers can assign collaborative tasks to students, such as discussions, group projects, or simulations that require teamwork. They can also teach effective communication skills, joint problem solving, and the ability to work in teams. In this way, students can develop collaboration skills that are essential to achieve collaborative intelligence.⁷

⁶ Aiman Faiz and Bukhori Soleh, "Implementasi Pendidikan Karakter Berbasis Kearifan Lokal," *JINoP (Jurnal Inovasi Pembelajaran)* 7, no. 1 (May 22, 2021): 68–77, <https://doi.org/10.22219/JINOP.V7I1.14250>.

⁷ Morina Wahyuning Retno Sari, Dewi Karyati, and Agus Budiman, "Penerapan Model Pembelajaran Kolaboratif Tipe STAD Untuk Meningkatkan Kecerdasan Interpersonal Siswa," *Ringkang: Kajian Seni Tari Dan Pendidikan Seni Tari* 1, no. 2 (2021): 68–77.

In addition, teachers have a role to play in creating a collaborative culture in the classroom. They can facilitate interaction between students, encourage cooperation, and appreciate each individual's contribution to teamwork. Teachers must create a safe and inclusive environment, where students feel supported and involved in the collaborative process. In preparing the younger generation as members of Society 5.0, the role of teachers is very important. They should be facilitators of learning who direct students in developing collaborative intelligence. In addition, efforts need to be made to form a learning culture among teachers so that they continue to develop knowledge and skills. Teachers also need to be equipped with the necessary technological skills and able to build a collaborative culture in the classroom. With the optimal role of teachers, the younger generation will be ready to face and contribute to an increasingly connected and dynamic Society 5.0. Collaborative intelligence is an important cornerstone in education to equip students with the skills needed in future life and career.

The Pancasila Student Profile is in accordance with the Vision and Mission of the Ministry of Education and Culture as stated in the Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024. Pancasila students are the embodiment of Indonesian students as lifelong students who have global competence and behave in accordance with Pancasila values, with six main characteristics: faith, fear of God, and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity.

The six characteristics of the Pancasila Student Profile are described as follows:⁸ 1). Have faith, fear God Almighty, and have noble character, Indonesian students who believe, fear God Almighty, and have noble morals are students who are moral in relation to God Almighty. He understands the teachings of his religion and beliefs and applies these understandings in his daily life. There are five key elements of faith, fear of True Source, and noble character: (a) religious morals; (b) personal morals; (c) morality to man; (d) morality to nature; and (e) state morals. 2). Global diversity, Indonesian students maintain their noble culture, locality and identity, and remain open-minded in interacting with other cultures, thus fostering mutual respect and the possibility of forming a positive noble culture and not contradicting the nation's noble culture. Elements and keys to global diversity include recognizing and appreciating cultures, intercultural communication skills in interacting with others, and reflection and responsibility for the experience of diversity. 3). Working together, Indonesian students have the ability to work together, namely the ability to carry out activities together voluntarily so that the activities carried out can run smoothly, easily and lightly. The elements of working together are collaboration, caring, and sharing. 4). Merdeka, Indonesian students are Merdeka learners, namely students who are responsible for the learning process and outcomes. The key elements of self-reliance consist of awareness of self and the situation at hand as well as self-regulation. 5). Critical reasoning, Students who

⁸ Ashabul Kahfi et al., "Implementasi Profil Pelajar Pancasila Dan Implikasinya Terhadap Karakter Siswa Di Sekolah," *Dirasah : Jurnal Pemikiran Dan Pendidikan Dasar Islam* 5, no. 2 (September 1, 2022): 138–51, <https://doi.org/10.51476/DIRASAH.V5I2.402>.

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reason critically are able to objectively process information both qualitatively and quantitatively, build linkages between various information, analyze information, evaluate and conclude it. The elements of critical reasoning are obtaining and processing information and ideas, analyzing and evaluating reasoning, reflecting on thoughts and thought processes, and making decisions. 6). Creative. Creative learners are able to modify and produce something original, meaningful, useful, and impactful. The key elements of creative consist of generating original ideas as well as producing original works and actions.⁹

Curriculum Merdeka is a curriculum with diverse intracurricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies. Teachers have the flexibility to choose various teaching devices so that learning can be tailored to the learning needs and interests of students. The Merdeka Curriculum provides flexibility for educators to create quality learning that suits the needs and learning environment of students. Characteristics of the Merdeka Curriculum; 1). Soft Skills and Character Development; 2). Focus on Essential Materials; 3). Flexible learning.¹⁰

Projects to strengthen the achievement of the Pancasila student profile are developed based on certain themes set by the government. The project is not directed to achieve specific learning achievement targets, so it is not tied to subject content. 3 Options for Merdeka Curriculum Implementation, including: 1). Merdeka Learning; 2). Merdeka Beruba; 3). Merdeka Sharing. Freedom to learn is freedom in determining how to behave, process, think, act creatively for the self-development of each individual by determining his own destiny. Freedom of learning can be interpreted as providing more space for students with the opportunity to learn comfortably, calmly and free without pressure, taking into account the talents of each student.

C. METHOD

This research uses a qualitative method approach¹¹ with literature study design. According to Sugiyono, literature study is a research process that takes from literature, books, scientific journals and the internet then conducts review activities from studies relevant to the discussion. Research activities in discussing research results related to literature, books, and the internet, and the last is to make conclusions about the results that are in accordance with how the implementation of Pancasila values in Pancasila in learning. The data analysis used is critical critical analysis. Critical analysis¹², as Creswell explained, is the interpretation of the

⁹ Ashabul Kahfi et al., "Implementasi Profil Pelajar Pancasila Dan Implikasinya Terhadap Karakter Siswa Di Sekolah," *Dirasah : Jurnal Pemikiran Dan Pendidikan Dasar Islam* 5, no. 2 (September 1, 2022): 138–51, <https://doi.org/10.51476/DIRASAH.V5I2.402>.

¹⁰E. Mulyasa, *Implementasi Kurikulum Merdeka*, 2023, https://books.google.co.in/books?hl=id&lr=&id=ec_hEAAAQBAJ&oi=fnd&pg=PP1&dq=Kurikulum+Merdeka+&ots=U7ehZkKZ80&sig=uspTonOk5EAjTczKifQw_HUygyo&redir_esc=y#v=onepage&q=Kurikulum+Merdeka&f=false.

¹¹ Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2017).

¹² Matthew B. Miles and Huberman A. Michael, *Analisis Data Kualitatif* (Jakarta: UI Press, 1992).

text and addressing the meaning behind an event scientifically, then for the source of data in this study comes from literature related to the subject and object under study which is used as a secondary source.

D. RESULT AND DISCUSSION

The Pancasila Student Profile is fundamentally prepared for the implementation of students in life who have education must have abilities, attitudes and behaviors in accordance with pancasilais. Individual learners must basically reach a level of understanding of the values and ideology of Pancasila. The Pancasila Student Profile can prioritize character values to strengthen moral values and relationships with God as the creator of the universe, as well as the social environment to form a good education generation. The profile of Pancasila students must be able to achieve a directed understanding, goals and objectives that are in accordance with the vision and mission of education, through the dimensions and elements contained in Pancasila.¹³

The value of the Pancasila student profile is expected to be able to create virtuous students and meet graduate achievements in accordance with national educational goals.¹⁴ All formal and out-of-school / non-formal learning must include the values of the Pancasila student profile. The profile of Pancasila students adheres to the ideology and ideals of the Indonesian nation which is high-spirited and virtuous. The values of the Pancasila student profile are designed to fit the context and challenges of the 21st century and the Industrial Revolution 4.0. The desire to be achieved is to make students in the Indonesian education environment more advanced, developed, and qualified to encourage the Indonesian nation in the midst of economic and technological competition that has become global. Students in Indonesia hope to behave democratically by upholding the values of democracy and tolerance as a sovereign nation and a country full of tolerance.

According to Ki Hajar Dewantara said that the current learning principles will lead to the concept of Merdeka learning which is currently being discussed, so that it can be one way to improve self-competence in accordance with the character of students, so that the morals or attitudes of students can be maintained while still introducing character building values so that they are embedded in the souls of students and teachers who convey it.¹⁵

Provision and mental cultivation of students in education and character, moral and ethical development are needed so that the generation of the Indonesian nation becomes better. Education Merdekaly will transform and must be in line with the education system in the 4.0 era in the 21st century. The Merdeka learning curriculum is expected to be able to overcome the decline in learning as a result or result of the corona virus pandemic or the

¹³ Amir, Nursalam, and Mustafa, "Tantangan Implementasi Nilai-Nilai Profil Pelajar Pancasila Dalam Pembelajaran Bahasa Indonesia Pada Kurikulum Merdeka Belajar," hlm. 209.

¹⁴ Fitriah Fitriah et al., "WORKSHOP PENINGKATAN KOMPETENSI PENYUSUNAN PERANGKAT PEMBELAJARAN MENGHADAPI KURIKULUM MERDEKA," *BUDIMAS: JURNAL PENGABDIAN MASYARAKAT* 5, no. 1 (January 31, 2023): hlm. 74, <https://doi.org/10.29040/BUDIMAS.V5I1.7422>.

¹⁵ Amir, Nursalam, and Mustafa, "Tantangan Implementasi Nilai-Nilai Profil Pelajar Pancasila Dalam Pembelajaran Bahasa Indonesia Pada Kurikulum Merdeka Belajar," hlm. 209.

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Covid-19 pandemic that has occurred in this world, more specifically in Indonesia and has a huge impact on education which is almost all online learning and debriefing to students.¹⁶

As a result of the pandemic, learning has shifted from offline processes to online processes. As a result, education units in schools are not ready for these learning changes because they do not have the facilities and infrastructure to implement learning concepts. Another fact that shows that education in Indonesia is still far from being aspired to towards national and international standard education. Indonesia is experiencing a learning crisis because many students in schools still cannot understand learning well.¹⁷

The need for learning in the era of revolution 4.0 which leads to education that will grow and develop in accordance with the modernity of education today, the pioneer who initiated this, namely the minister of education Nadiem Makarim made a new policy, namely freedom of learning or often called freedom of learning. Merdeka learning is expected to improve the quality of human resources and strive to improve the national education system, ready to face the challenges of the times.¹⁸

One of the main indicators and references of the Merdeka curriculum discusses the main key in this learning is a pleasant learning atmosphere. Of course, in terms of natural and automatic, if the learning atmosphere is pleasant, this can affect student interest and learning outcomes. Thanks to an interesting learning atmosphere and a meaningful learning process, learning becomes more qualified. Freedom in the learning process in accordance with the previous learning concept, that is, learning familiar terms is fun. The learning process is fun, not just having fun of course. But more on achieving learning goals in a more enjoyable way. Learning is smoother, which naturally affects students' physical and mental performance to achieve meaningful learning. All of this must be achieved based on the great contribution of the teacher and can collaborate or work with students to realize and apply everything that has been arranged in the curriculum.¹⁹

Diversity as the meaning of world/global diversity is a spirit that must be mastered by Indonesian students respecting the nation's culture, creating friendly relations and intercultural communication, and being responsible for supporting diversity as a whole and fairly. Students in Indonesia must accept differences by not criticizing other groups that are seen as better than their own. Indonesian students have a commitment to learn while developing their competencies well.

A good and structured study plan, Indonesian students should be able to take

¹⁶ Feri Novriadi, Desyandri, and Yeni Erita, "View of Studi Literatur: Tinjauan Filsafat Perspektif Islam Terhadap Kurikulum Merdeka," *Jurnal Pendidikan dan Konseling*, 2023, hlm. 1747, <https://doi.org/doi/10.31004/jpdk.v5i1.11202>.

¹⁷ Amir, Nursalam, and Mustafa, "Tantangan Implementasi Nilai-Nilai Profil Pelajar Pancasila Dalam Pembelajaran Bahasa Indonesia Pada Kurikulum Merdeka Belajar," hlm. 211.

¹⁸ Yuni Sagita Putri and Meilan Arsanti, "KURIKULUM MERDEKA BELAJAR SEBAGAI PEMULIHAN PEMBELAJARAN," *Seminar Nasional Pendidikan Sultan Agung IV* 4, no. 1 (December 27, 2022): hlm. 22, <http://jurnal.unissula.ac.id/index.php/sendiksa/article/view/27269>.

¹⁹ Sutrisno and Yulia, "Pengembangan Kompetensi Guru Dalam Mendesain Pembelajaran Pada Kurikulum Merdeka/ Teacher Competency Development in Designing Learning in the Independent Curriculum," hlm. 32.

responsibility for their own future. Indonesian students must use all their potential and competence to prepare all obstacles today to contribute to creating implan to be more tangible, directed and achieve the vision and mission of education that applies in Indonesia. Explanation that Indonesian students must have a spirit of mutual cooperation and be able to work together for the common good. This kind of work is not work that can be done individually / Merdekaly, so it takes the help of others, so the culture of working together in positive things always takes precedence in everything that needs others.²⁰

E. CONCLUSION

The main point of discussion in this scientific paper lies in the simplicity of providing basic understandings of the theory that will be studied to students about students who understand and understand the content of Pancasila, not only memorize point 5 points of Pancasila but are able to apply the aims and objectives of Pancasila. So that the thoughts of students who understand everything that has been taught by Pancasila can be a thought that must be prioritized in doing something for a better life. The application of the Pancasila student profile means that as far as understanding the values of Pancasila will have an impact on the behavior of students who understand Indonesia's diversity and diversity, tolerance, and mutual assistance are the basic capital to be able to socialize with various elements of society who are different ethnicities, races, and religions, most importantly also a clear and positive mind for the sake of community diversity in Indonesia. Mental determination of the Pancasila Student Profile will run according to what has been prepared in the Merdeka curriculum, but it takes a role model that can be used as a good example of figures and officials, there will be textual synchronization of theory when balanced with bureaucratic and academic figures who also reflect the applicative values of the Pancasila profile.

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