



Integration of Pancasila Student Profile Dimensions in the Independent Learning ECE Curriculum: Narrative Inquiry Early Childhood Education of Teachers Mover in Indonesia

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ABSTRACT

Integrating the dimensions of the Pancasila student profile in the Independent Learning Curriculum needs to be explored through the experience of driving teachers at the early childhood education level. This research used narrative design inquiry with 6 willing participants from several cities, including Samarinda, Riau, Palembang, Yogyakarta, Semarang and Makassar. Data were collected through indirect observation, documentation studies, and semi-structured interviews, which were analyzed using thematic analysis. The research results showed that the forms of integration of the Pancasila student profile dimensions in ECE units were based on an understanding as a foundation phase, a learning model project based on learning on major and national holiday themes and involving parents. So, we conclude that the experiences of driving teachers can be used as good practice in sharing communities to improve the quality of education. This research also contributes as a sustainable impact to efforts to develop Pancasila learning content at the education level for preschool-aged children to foster the character of loving their homeland, Indonesia.

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1. INTRODUCTION

Pancasila is the Indonesian people's way of life and is a guideline for acting, speaking, living, and solving in this country. Pancasila is also more than just memorized or remembered. However, it is applied in everyday life, especially in education. The challenges of the 4.0 era. Transforming Pancasila values must be taught with full attention as a form of adaptation to current developments (Nur'Inayah, 2021). The Indonesian government has produced innovations through the driving teacher program as an effort to respond to the flow of globalization as well as the presence of educational policy formulations in the Independent Learning Curriculum, which aims to preserve the values of national identity and increase the potential of Indonesian children so they can compete globally, without ever forgetting their identity. as a great and sovereign nation (Totok, 2017).

Fitroh et al. (2023) argued that from 1947 to 2019, curriculum changes had become a dynamic demand for adaptation to current conditions, especially Pancasila values, which must be internalized at every level of education. In the ECE context, the Merdeka Belajar curriculum is also seen as a manifestation of learning direction to strengthen the profile of Pancasila students through the basic ideas of Ki Hajar Dewantara as a National Education figure (Ningsih et al., 2016). The characteristics of his thinking, namely learning that is not forced and the position of children as subjects in the educational process, are characteristics of humanist learning. The task of educators is to a "teacher" who reconstruct children's knowledge through experiences in habituation and learning programs according to the demands of the Merdeka Belajar curriculum implemented by driving teachers in the last two years, who expect an adaptive learning atmosphere and active participation (Faiz et al., 2022). The Pancasila profile in the Merdeka Belajar curriculum formulation contains 6 characters, namely Faith in TYME and noble character, Independence, Critical Reasoning, Global Diversity, Mutual Cooperation, and Creativity, which must be implemented in everyday life (Rahmah et al., 2022).

This research aims to produce an overview of integrating the dimensions of the Pancasila Student profile within the scope of the ECE curriculum through the experiences of driving teachers. This research continues the results of a study by Jayawardana et al. (2022) regarding the analysis of the implementation of the Merdeka curriculum in the foundation phase; we also focus on the experience of driving teachers with the formulation of main questions about how the teaching process is carried out, the material content for actualizing character values based on the Pancasila Student profile and the involvement of parents in classroom learning.

2. METHODS

This study used interview followed Ma's sociocultural concept, which Ferdiansyah & Angin (2020) adopted. Six kindergarten teachers were involved across Samarinda, Riau, Palembang, Yogyakarta, Semarang, and Makassar to ensure that the information source. The participants were selected based on consideration of becoming driving teachers in 2020. It was done so that researchers could obtain a complete picture of the integration of the dimensions of the Pancasila student profile in the Independent Learning Curriculum in PAUD, especially the kindergarten learning environment aged 4-6 years. **Table 1** presents the profile of the participants in the study.

It is hoped that the selected participants will be able to provide new insights into the learning practices of Pancasila student profiles as a conceptual finding in the field of ECE (Singer & Wong, 2021). Selected participants will be interviewed for 1 hour via ZOOM voice

notes via *WhatsApp*. Before being interviewed, they agreed that the recording results would be used to publish the main data.

Data analysis uses a thematic analysis design (Kusumawati, 2020). It follows the steps described by Creswell and Clark (Creswell, 2015) to produce credible data, interpreted as participants' experiences integrating the Pancasila Student Profile in the context of the Independent Learning Curriculum.

Table 1. Profile of Research Participants

Name Initials	Origin	Experienced as Teacher Mover
SU	Riau	2 Tahun
DF	Samarinda	2 Tahun
KS	Yogyakarta	2 Tahun
MR	Palembang	2 Tahun
YU	Semarang	2 Tahun
FF	Makassar	2 Tahun

3. RESULTS AND DISCUSSION

This research aimed to identify the integration of Pancasila Student Profile learning in kindergarten, carraway participants as driving teachers. The experiences felt and lived by participants. Themes resulting from various interview questions included forms of integration in learning, materials and parental involvement, which were analyzed thematically. From interview questions, participants revealed that the form of integration of the dimensions of the Pancasila student profile depends on the principal and colleagues' readiness to implement it in the Merdeka Belajar curriculum.

3.1. Learning Activities as a Form of Integration of Pancasila Student Profile Dimensions in the Independent Learning Curriculum in ECE

The integration of the dimensions of the Pancasila student profile in the Merdeka curriculum, which is called the prototype curriculum, focuses on the internalization aspect of character education. Several participants (PA#1, PA#2, and PA#3) expressed learning activities at their institutions to integrate the dimensions of the Pancasila student profile in the form of instilling character values in children aged 4 - 6 years. It exists in the form of habituation to moral and religious values. Another form of simple playing rules and introduction to cultures in Indonesia in terms of regional food/drinks, regional clothing and the wealth of the surrounding environment in the area.

The interview results showed that learning activities, such as special events during the learning process, were planned and unplanned. Teacher mover PA#4, PA#5, and PA#6 (Palembang et al.) reported that they compiled learning activities from teacher group discussions involving parents, reviewing materials sourced from learning communities and the Merdeka Mengajar (PMM) platform, which functions as a guide. The following data showed integrated learning activities in the dimensions of the Pancasila student profile.

Activities regarding strengthening the profile of Pancasila students are carried out when the children and I discuss the rules of the game, which are mutually agreed upon. For example, in my class, I wanted to learn to recognize blocks, so the rule was agreed not to play, resulting in children getting hurt and fighting over each other. The character practice taught by me is based on the

third principle, Indonesian Unity and 4th Democracy, which is led by wisdom in deliberation and representation (Participant PA#4, Interview via ZOOM, August 2023)

My kindergarten often shows independence videos to children. It aims to provide a simple understanding of what Merdeka is. What attitude is needed to feel independence from an early age? My children's enthusiasm was quite high; one of the children even asked an intriguing question. "When will Palestine become independent like Indonesia?" ma'am. I was amazed to get a question from a 6-year-old child. (Participant PA#6, Interview via Whatsapp, September 2023)

Habituation activities in PAUD are identical for preschool-age children. Habits that can be integrated are flag ceremony activities, singing the Independence song and praying together. I have implemented this since becoming a driving teacher, and it is very effective in increasing knowledge about the profile of Pancasila students (Participant PA#5, Interview via ZOOM, September 2023)

Based on the interview data above, the researcher found that integrated learning activities as a form of the dimension of the Pancasila student profile are activities in the form of habituation and internalization of characteristics such as responsibility, mutual respect and prioritizing deliberation in deciding the rules of play that will be carried out with the teacher and children. The findings of this research are relevant to the results of research from Istiqomah et al. (2023) that a survey of 34 institutions of ECE units in Gresik showed that a 75% percentage of projects to strengthen the profile of Pancasila students can be carried out and are appropriate in the learning climate at preschool age in the form of ceremonial familiarization activities, introduction to Indonesian culture and projects that involve parents. Wiyani et al. (2023) also concluded that parental involvement is a supporting factor in the integration dimension of Pancasila student profiles in ECE units in the form of parenting programs. In other words, integrated learning activities for Pancasila student profiles can be carried out from an early age.

3.2 Learning Materials for Integration of Pancasila Student Profile Dimensions in the Independent Learning Curriculum in PAUD

The project to strengthen the profile of Pancasila students was carried out from 2020 to 2023, which is characteristic of the Independent Learning Curriculum, especially the foundation phase at the early childhood level. All participants also agreed that the materials regarding the Pancasila student profile for the PAUD level were oriented towards a thematic approach. These themes include I Love the Earth, I Love Indonesia, Playing and Working Together and Imagining, which are designed for learning planning using the project method according to guidelines from the government (Panjaitan, 2022). The following is an excerpt from an interview with a participant that shows experiences related to learning materials for the integration of the dimensions of the Pancasila student profile.

The emphasis in selecting Pancasila student profile material is not just to produce a product but rather to familiarize students with the character values I want to familiarize them with. Principles learn from easy or simple things to abstract; I always adhere to this. For example, material about respecting each other's religious differences. So, I teach what tolerance is. In my opinion, it is appropriate to introduce the religions recognized in Indonesia and their instruments. So that children have insight into the religion they adhere to during this time (Participant PA#1, Interview via ZOOM, October 2023)

The material that is easy to develop is the love of the environment. For example, the theme of my school. Children are accustomed to obeying all existing rules. There are also risks involved if you violate it. For example, the habit of throwing away any rubbish is a form of not loving the environment. Also, their father's smoking habit, which I taught them to remind them that smoking

can be harmful to the environment due to fire and health. I also often ask the young mothers involved to model to their children the character of loving the environment, which is the practice of Pancasila values. (Participant PA#2, Interview via Zoom, October 2023)

Suitable material certainly adapts to big holidays, both local and national in scope. For example, during the month of Ramadhan this year, we held a takjil sharing activity for vehicle drivers here (Yogyakarta). I carefully supervise the children. Parents are involved as independent donors. The enthusiasm for working together between parents and children can be seen. It is my experience of how to teach the concept of cooperation in goodness, which is an example of the practice of the first principle, Belief in One Almighty God. (Participant PA#3, Interview via ZOOM, October 2023)

The results of the interviews showed that participants' experiences in determining learning materials were always based on a thematic approach, oriented towards children's needs, and there are efforts to involve parents as peer tutoring partners. In other words, participants viewed the integration of the dimensions of the Pancasila student profile as an effort to preserve the cultural values of cooperation taught from an early age (Al-ghamdi, 2023).

Participants PA#4 and PA#5 said that material about the universe could be combined with methods of loose part for the theme of imagining as an integration of the student dimensions of the Pancasila profile, as stated by the following participant.

I often invite children to play loose parts to create miniature educational tourist attractions that they have visited during holidays with their parents. There is a keeping processing place, the Ampera bridge and a museum. The point is to foster a sense of regional ownership (Participant PA#4, Interview via ZOOM, October 2023)

The imagination that I emphasize in children in the form of knowledge of the house is Central Javanese style. They only know the Joglo traditional house, even though there are other traditional houses such as the Limasan, which is similar in South Sumatra, the Tajug traditional house, the village traditional house and the PC roast traditional house, which is a wealth of traditional buildings in Central Java which can be introduced through playing loose parts (Participant PA#5, Interview via ZOOM, October 2023)

From the results of the interview above, it can be understood that the material regarding the dimensions of the Pancasila student profile is also related to children's imagination, which is represented in post-play crafts. Loose part. Method loose part it is believed to be very appropriate for increasing children's creativity and life skills in exploring learning resources in the environment (Adchani et al., 2023; Daud et al., 2021; Isnaini & Ariyanti, 2022; Maarang et al., 2023; Nurniawati et al., 2023; Salsabila & Novitawati, 2021).

From the research findings, it can also be interpreted that learning material introducing the profile of Pancasila students must be delivered interestingly by the teacher. The findings of this study are supported by Rasmani et al. (2023), who emphasized the existence of driving teachers as an element of successful implementation of the Merdeka Belajar curriculum, especially the integration of the Pancasila student profile in the ECE context. It is because the presence of driving teachers is also required in addition to teaching and managing classes. Able to invite various parties to collaborate and behave in an impactful performance in the learning environment at school (Kemendikbud, 2020; GTK Secretariat, 2019).

3.3 Involvement of Parents in the Integration of Pancasila Student Profile Dimensions in the Independent Learning Curriculum in ECE

Parents function as partners in learning the Pancasila student profile for teachers in the school environment and at home. The research participants' experiences in building an

atmosphere of parental involvement were carried out through the formation of learning communities such as hang out. As the argument of participants PA#1 and PA#2 stated from the following interview results:

In my kindergarten, parents are often involved in learning Pancasila material. The involvement is through community association committees that agree on activities to support the preservation of Pancasila values, such as the Indonesian Independence Day, Kindergarten Anniversary and field trips in the form of educational tourism visits. They are willing to be involved and even provide ideas and concrete actions to realize the achievements of the activities that have been planned together (Participant PA#1, Interview via ZOOM, October 2023)

In my opinion, there are quite a lot of parents who want to be involved. In fact, people who work as doctors and online motorcycle taxi drivers have been present in class as resource persons and practised their world of work through role-playing with children in the class. (Participant PA#2, Interview via ZOOM, October 2023)

From the results of the interview above, it can be seen how teachers involve parents in learning the Pancasila profile through the role of committees or associations that are formed together to achieve educational goals. This form of parental involvement is based on the spirit of family, cooperation and unity. Parents who are involved can also show the existence of the profession they are undertaking so that the child can recognize it directly and easily understand it according to the child's age. The findings of this research are also supported by studies by Prasanti & Fitriani (2018), which research the process of character formation in early childhood through the family, school and community environment. He concluded that the function of the family is also that it is a small and first community for children, which functions to form character from an early age. In other words, parental involvement also plays a role in increasing self-confidence and attitudes in young children in stimulating learning (Madang et al., 2022; Masykuroh et al., 2022).

Meanwhile, strengthening the dimensions of the Pancasila student profile can also be done in character building by involving parents in project learning activities in class. Participants PA# 5 and PA# 6 said that parents who had higher educational qualifications and worked in the plantation sector or agricultural product processing volunteered to be resource persons, especially on the theme "I Love the Earth". The following are excerpts from interviews with participants PA# 5 and PA# 6.

Once, when studying a plant theme, I asked for help from parents who work on plantations to be the main resource for their children. He is willing and helps make a visit schedule. My children seemed very happy when the parents explained various examples of plants that can be eaten, the reasons why these plants can be processed, and what their benefits are. In my opinion, using the Merdeka curriculum can increase the role of parents in learning in quantity and quality (Participant PA#5, Interview via ZOOM, October 2023).

As most of the parents here work in agriculture, it is very easy for them to explain the process of planting rice and harvesting. I also involved the farmer group community near the school, most of whom were parents of students. They are very deft and expert when demonstrating the practice of harvesting rice. Many of my children asked one of the parents of the students involved. He asked "where does rice come from?" (Participant PA#6, Interview via ZOOM, October 2023).

Based on the interview data above, the experience of driving teachers in inviting parents to get involved is done by identifying parental professions that are appropriate to the learning theme. This helps teachers create a fun and child-centred learning process through

questions and answers with parents as resource persons. Therefore, strengthening character in the dimensions of the Pancasila student profile can be done well. The findings of this study are strengthened by Sari & Kosasih (2019), who conclude that by involving parents in learning, there is an activity of sharing experiences between parents. So that parents as co-collaborators with teachers will be realized and provide new learning experiences for children as well as support for character formation based on mental health from an early age (Herawati et al., 2021; Masykuroh et al., 2022; NCT03030352, 2017).

4. CONCLUSION

There are three implications of this research regarding the integration of the dimensions of the Pancasila student profile taught to preschool children by driving teachers. First, learning activities focus on strengthening character based on the Pancasila student profile in the form of project learning activities and habituation methods. Second, the learning materials for the dimensions of the Pancasila student profile refer to the Foundation phase in the Independent Learning curriculum. Third, involving parents is the best strategy for driving teachers to increase parent participation in the role of strengthening committees/associations and acting as learning resources. The existence of a mobilizing teacher is an initiator who can mobilize elements of the school community by implementing the Merdeka curriculum, which has the characteristics of project learning based on the Pancasila student profile. Further research is recommended to conduct studies on strengthening the learning principles contained in Pancasila, in line with the increasing demands for all ECE units to implement the Merdeka Belajar curriculum.

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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