



School Principals' Understanding of the Independent Curriculum through Strengthening the Pancasila Student Profile

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ABSTRAK

Penelitian ini dilatarbelakangi masih kurangnya pemahaman kepala sekolah terkait kurikulum merdeka dengan Penguatan Profil Pelajar Pancasila. Tujuan penelitian ini adalah menganalisis Proyek Penguatan Profil Pelajar Pancasila, menyiapkan ekosistem satuan pendidikan, mendesain proyek, dan mengolah asesmen. Jenis penelitian ini yaitu kuantitatif. Subjek Penelitian adalah kepala sekolah sebanyak 63 orang. Sampel di ambil dengan menggunakan teknik purposive sampling. Instrumen yang digunakan dalam pengumpulan data adalah model skala Likert. Teknik yang digunakan untuk menganalisis data yaitu analisis deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa pemahaman Penguatan Profil Pelajar Pancasila tentang: memahami Proyek Pelajar Pancasila, menyiapkan ekosistem satuan Pendidikan, mendesain Proyek Penguatan Profil Pelajar Pancasila, mengolah asesmen dan melaporkan hasil Proyek Penguatan Profil Pelajar Pancasila. Pemahaman kepala sekolah tentang Penguatan Profil Pelajar Pancasila Kepala Sekolah berada pada kategori cukup. Hasil penelitian mengindikasikan bahwa pemahaman kepala sekolah terkait penguatan Profil Pelajar Pancasila masih perlu ditingkatkan. Pemahaman yang baik oleh kepala sekolah terkait penguatan karakter Profil Pelajar Pancasila akan memberikan dampak yang lebih baik bagi kepemimpinan pembelajaran kepala sekolah.

ABSTRACT

This research is motivated by the need for more understanding of school principals regarding the independent curriculum and Strengthening the Pancasila Student Profile. This research aims to analyze the Project for Strengthening the Pancasila Student Profile, prepare an educational unit ecosystem, design the project, and process assessments. This type of research is quantitative. The research subjects were 63 school principals. Samples were taken using a purposive sampling technique. The instrument used in data collection was a Likert scale model. The technique used to analyze data is quantitative descriptive analysis. The research results show that understanding the Strengthening the Pancasila Student Profile includes understanding the Pancasila Student Project, preparing the education unit ecosystem, designing the Strengthening the Pancasila Student Profile Project, processing assessments, and reporting the results of the Strengthening the Pancasila Student Profile Project. The principal's understanding of Strengthening the Principal's Pancasila Student Profile is in the sufficient category. The research results indicate that the understanding of school principals regarding strengthening the Pancasila Student Profile still needs to be improved. A good understanding by the school principal regarding strengthening the character of the Pancasila Student Profile will have a better impact on the principal's learning leadership.

1. INTRODUCTION

The industrial revolution 4.0 provides its own opportunities and challenges for the world of Indonesian education. The government continues to carry out various kinds of reforms to face challenges and competition with other countries. These challenges must inevitably be minimized by increasing the abilities, skills of individuals and society to create opportunities. Every individual is expected to be able to adapt and develop in this ever-changing world (Imas Kurniawaty et al., 2022; Laelasari, 2020). One way

that can be done to survive amidst the glittering world is by continuing to explore knowledge. Equipped with mature knowledge and skills, we can shape and prepare the younger generation to face the frightening world outside (Ariyanti, 2016; Ginanjar, 2019). Education is an individual's lifelong need. Individuals cannot be separated from what is called science. This means that education as a gateway to changing the country must not be static but there should always be changes according to the times. Because what is certain in this world is change itself (Haryadi & Cludia, 2021; Tanu, 2017). In reality, the current world of education is not as beautiful and smooth as imagined. There are still many gaps that occur in Indonesian education circles, one of which is the gap in the quality of education experienced by certain regions. This is certainly not what Indonesian education hopes for. Education basically has a very important role in producing a generation that is globally competitive and also productive in living their lives. Indonesian education needs to optimize the competencies needed by the 21st century. In this regard, the curriculum needs to focus more on building these competencies, no longer emphasizing the amount of subject matter that must be studied (Retnaningsih & Khairiyah, 2022; Wahyuni & Nurjaman, 2018).

At the end of the 18th century, the term character emerged which was used specifically in the educational context. This term usually refers to an idealist and spiritualist approach to education which is also known as normative educational theory. The priority of normative educational theory is transcendent values which are believed to be the driving force of history, both individual and social change. But actually character education has long been a core part of the history of education itself (Azis, 2023; Utami, 2018). Instilling character education for students can be implemented by including character education in the curriculum in educational units. states that the curriculum is a program that has been designed and implemented to achieve educational goals (Retnaningsih & Khairiyah, 2022; Rokhimawan et al., 2022). Revealing that in order to develop a curriculum there are four development steps that must be taken into account, these four development steps are often heard with the term four step model, meaning that the steps that will be carried out are based on fundamental questions and of course must be answered by the person responsible in order to development of this curriculum (Nursalam et al., 2023; Santoso et al., 2023). These questions consist of: 1) what educational purposes the school seeks to attain? 2) what educational experiences can be provided that are likely to attain these purposes? 3) how can these educational experiences be effectively organized? and 4) how can we determine whether these purposes are being attained. These questions should be the main components that must be met in order to develop a curriculum. Currently, the Indonesian government under the auspices of the Ministry of Education is shaking up the world of Indonesian education again by presenting a new breakthrough called the Independent Curriculum. In 2021 the Ministry of Education and Culture launched a prototype curriculum which will then be refined in 2022 into an independent learning curriculum (Anggara et al., 2023; Indarta et al., 2022).

Learning leadership carried out by school principals is not only focused on work such as school administration and management but also emphasizes intrapersonal relationships with themselves, leaders, teachers and stakeholders (Desi, 2020; Fitriah, 2017). There are three dimensions to the principal's learning leadership, namely focusing on the school's vision, managing learning, focusing on the learning climate, apart from that, classroom monitoring, best practice models in the classroom and mentoring to teachers, because this can improve student learning.. Principal as a learning leader, he is also tasked with making the school attractive by retaining existing teachers, especially for junior teachers. Previous research findings state that the principal's learning leadership practices on student learning achievement are still very weak (Rahmadayanti & Hartoyo, 2022; Sihaloho, 2022). The research results also confirm that the principal's learning leadership has a significant influence on the implementation of the Independent Curriculum, by strengthening the Pancasila Student Profile. This is also supported by research results. that it is important to develop learning leadership values in realizing the Pancasila Student Profile (Imas Kurniawaty et al., 2022; Zuhriyah et al., 2023).

Guidelines for implementing the curriculum in the context of learning recovery (independent curriculum) state that the independent curriculum is a curriculum with diverse intracurricular learning, the content will be more optimal so that students have enough time to deepen concepts and strengthen competencies (Anggara et al., 2023; Indarta et al., 2022). This independent curriculum is one part of the evaluation results of the 2013 curriculum. This is also stated by the fact that the results of the curriculum evaluation can be used as feedback and guidelines for improving and perfecting this independent curriculum. The independent curriculum is closely related to strengthening the Pancasila Student Profile, where this is in accordance with the role of the curriculum, namely a conservative role related to the inheritance of Indonesia's noble values (Haqiqi, 2019; Santoso et al., 2023). Pancasila is the basis of the Indonesian state whose function and role cannot be avoided. So in this independent curriculum, the role of Pancasila as the basis of the Indonesian state makes a huge contribution. One of the advantages of realizing the implementation of character education is that the government requires coordination with all

educational units in Indonesia. Education units are given the right to determine their own way of implementing character education (Imas Kurniawaty et al., 2022; Nurkholis, 2023). One of them can be through the role of the school principal as a leader. All innovative strategies and efforts implemented by school principals greatly determine the implementation of character education in their schools. The principal as the top leader of the school is expected to be able to implement this independent curriculum as fully as possible so that the expected educational goals can be realized through an independent curriculum by strengthening the Pancasila Student Profile (Hamidah, 2022; Imas Kurniawaty et al., 2022).

The Pancasila Student Profile is an effort to improve the quality of education in Indonesia which prioritizes character formation. In the current era, the role of character education is very much needed to provide a balance between technological and human development. Strengthening the Pancasila Student Profile focuses on cultivating character and abilities in everyday life instilled in individual students through school culture, work culture, learning, extracurricular activities and the Strengthening the Pancasila Student Profile Project (Imas Kurniawaty et al., 2022; Zuhriyah et al., 2023). Project here means contextual project-based learning and interaction with the surrounding environment, while extracurricular activities are activities to develop students' interests and talents. The Pancasila Student Profile was created as an answer to a big question about what kind of competencies the Indonesian education system wants to produce. These competencies include being competent, having character and acting according to the values of Pancasila. Strengthening the Pancasila Student Profile project is currently starting to be implemented in educational units through the Driving School Program (PSP) at elementary, middle school and also high school/vocational school levels. The Driving School Program seeks to encourage educational units to carry out transformation as an effort to improve the quality of learning in schools, one of which is by implementing a prototype curriculum (Nursalam et al., 2023; Rizal et al., 2022).

Various Projects for Strengthening the Profile of Pancasila Students which can be implemented through predetermined dimensions, apart from that it is necessary to train in how to prepare good modules, project design, assessment and assessment, reporting in order to improve the quality of learning (Kahfi, 2022; Rizal et al., 2022). The principal is the key person who must understand it first because the principal's role is as a learning leader who will provide direction and guidance later to educators. This research wants to explore more about school principals' understanding of the independent curriculum through Strengthening the Pancasila Student Profile. learning leadership that can be implemented by school principals more specifically. This excavation was based on observations that school principals still had low understanding of the Independent Curriculum through Strengthening the Pancasila Student Profile. This has a big impact on the direction and guidance process given to teachers. The aim of this research is to examine and analyze Learning Leadership by Strengthening the Character Profile of Pancasila Students in Middle Schools throughout West Sumatra.

2. METHOD

The research carried out is a type of quantitative descriptive research which aims to describe events as they exist in field situations or what is often called fact finding (Irma et al., 2022; Maswar, 2017). The research population includes all school principals who serve in the West Sumatra region, which consists of 12 districts and 7 cities. In order to collect data, this research used a purposive sampling technique with special considerations, so that 63 respondents were selected as samples. The instrument used in the data collection process is a Likert scale model, which allows respondents to provide assessments of various variables that are the focus of the research (Maswar, 2017; Pranatawijaya et al., 2019). This research involved face-to-face meetings with school principals, one of which was in the form of a Focus Group Discussion activity, which provided deeper insight into the issues studied.

This research uses the Mean (average) calculation method to describe the level of tendencies or views of respondents towards various statements submitted in the Likert scale instrument. Before distributing the questionnaire to respondents, this research conducted a trial on 15 school principals as a validity and reliability test sample using SPSS version 20 statistical software. The results of the trial produced a reliability of 0.86, which indicates the level of reliability of the instrument used. Of the total 45 statements in the instrument, 40 questionnaires were proven to be valid and reliable. This confirms that the instruments used are able to measure the variables that are the focus of the research well and consistently. This research has a strong foundation in describing the phenomena studied quantitatively, as well as providing guarantees regarding the validity and reliability of the data obtained. It is hoped that this research will provide a valuable contribution to understanding the role of school principals in West Sumatra, and has the potential to provide useful input in decision making related to the development of education in the region.

3. RESULT AND DISCUSSION

Result

The results of data processing regarding the analysis of the understanding of the Pancasila Student Profile Project for School Principals in Middle Schools throughout West Sumatra as viewed from; 1) understand the Project for Strengthening the Pancasila Student Profile, 2) prepare the educational unit ecosystem, 3) design the Project for Strengthening the Pancasila Student Profile, and 4) process the assessment and report the results of the Strengthening the Pancasila Student Profile Project which can be seen in [Table 1](#).

Table 1.Recapitulation of Understanding Analysis Strengthening Pancasila Student Profiles

No.	Indicator	Average Score
1	Understanding the Project for Strengthening the Pancasila Student Profile	3.0
2	Preparing an Educational Unit Ecosystem	3.3
3	Designing a Project to Strengthen the Profile of Pancasila Students	2.9
4	Processing assessments and reporting the results of the Strengthening Pancasila Student Profile Project	3.8
Average		3,2

The level of understanding achieved by respondents in understanding the Pancasila Student Profile Strengthening Project was at an average score of 3.0 with the category of quite understanding. The highest score was in the statement of the need for the Pancasila Student Profile Strengthening Project and the benefits of the Pancasila Student Profile Strengthening Project with an average score of 3.2. Meanwhile, the lowest score was in the Pancasila Student Profile concept statement and description of the implementation of the Pancasila Student Profile Strengthening Project with an average score of 2.9. The level of understanding achieved by respondents in preparing an educational unit ecosystem was at an average score of 3.3 with the category of quite understanding. The highest score was in the statement of the role of students, educators and the environment in implementing the Pancasila Student Profile project with an average score of 3.5. Meanwhile, the lowest score was in the statement of preparing a school ecosystem, building an educational unit culture that supports the Pancasila Student Profile project and encouraging strengthening educational capacity in implementing the Strengthening Pancasila Student Profile Project with an average score of 3.1. The level of understanding achieved by respondents to design the Project for Strengthening the Pancasila Student Profile was at an average score of 2.9. All scores on the indicators for designing the Pancasila Profile Strengthening Project have the same average score, namely planning the Pancasila Student Profile Strengthening Project, planning and developing Pancasila Student Profile Project activities and managing the Pancasila Student Profile project with an average score of 2.9. This means that respondents' understanding of designing the Strengthening Pancasila Student Profile Project is still in the sufficient category. The level of understanding achieved by respondents in processing assessments and reporting the results of the Strengthening Pancasila Student Profile Project is at an average score of 3.8 with the category of quite understanding. The highest score was in the statement documenting the results of the Pancasila student profile project with an average score of 3.0. Meanwhile, the lowest average score was in the evaluation statement for the Strengthening the Pancasila Student Profile Project and the follow-up to the Strengthening the Pancasila Student Profile Project with an average score of 2.8. So, overall it can be stated that the analysis of the understanding of strengthening the Pancasila Student Profile in junior high schools throughout West Sumatra is in the sufficient category, namely with an average score of 3.2 with a percentage of around 64%. Of course, these results still need to be improved in other ways, so that school principals increase their understanding of the Independent Curriculum through Strengthening the Pancasila Student Profile.

This research looks at the analysis of the understanding of strengthening the Pancasila Student Profile of School Principals in Middle Schools throughout West Sumatra in terms of; 1) understand the Pancasila Student Profile Strengthening Project, 2) prepare the education unit ecosystem, 3) design the Pancasila Student Profile Strengthening Project, and 4) process assessments and report the results of the Pancasila Student Profile Strengthening Project. The research results prove that the overall understanding of respondents regarding strengthening the Pancasila Student Profile is at an average score of 3.2. This means that the respondent's achievement level is in the sufficient category with a percentage of around 64%. Meanwhile, if we look at the indicator with the lowest level of achievement, the respondents' understanding is deepdesigning the Pancasila Student Profile project is in the 2.9 category with an achievement of 58% in the quite understand category. This means that in implementing the Pancasila Student Profile project, respondents must be able to holistically understand the concept, how the

educational process itself, the approaches used, including the role of parties in character education in schools need to be reviewed so that they are able to produce education that is able to lead to appropriate learning concepts. It was initiated by the father of Indonesian education, namely independence to teach, with a sentence that we often use, namely *ing ngarso sung tulada, ing madya mbangun work, tut wuri handayani*.

Discussion

Based on the results of the research conducted, it is known that the principal's understanding of the Pancasila Student Strengthening Project is already in the moderately understanding category. Efforts that can be made are by taking part in training. Based on the results of similar research, they think that training is very good for providing knowledge about managing e-learning (Hamidah, 2022; Rahmadayanti & Hartoyo, 2022). This is in line with the Ministry of Education and Culture's program which provides an independent teaching platform. On this independent teaching platform, school principals and teachers can learn together, explore knowledge and carry out training independently by reading models, watching videos presented on the platform and in the final session they can work on questions related to the independent curriculum based on their profile. Pancasila students. Training is not only carried out by going to courses, but school principals and teachers can utilize the educational platforms provided by the government in order to improve the quality and abilities of school principals, one of which is by utilizing this independent teaching platform (Evy Ramadina, 2021; Rahmadayanti & Hartoyo, 2022).

There are many displays presented by this independent teaching platform, starting from independent training, inspirational videos, proof of my work, independent assessments and learning tools. This can be used as material to minimize the lack of understanding by school principals regarding the concept of the Pancasila Student Profile and an overview of the implementation of the Strengthening the Pancasila Student Profile Project itself. In this independent training, there are many topics related to the independent curriculum that school principals can study. Independent training is training that contains various training materials to improve the competence of educators. This independent training is kept short so that it makes it easier for educators to carry out their own training, with a flexible time and place and can be done anywhere. By taking part in this training independently, you can certainly increase the professional competence of the educators themselves. Meanwhile, the advantages of the material in this independent training are a) the material is designed by experts to suit daily learning activities and b) the material is designed to be short, which makes it easier for educators to carry out training independently. The principal can watch each video in the module provided and then answer comprehension exercises, post tests and provide real action forms of what has been learned. If school principals and teachers can complete, but not just complete but really understand what they have learned, then indirectly the principal will be able to understand and apply what they have learned in their lives and of course the impact will have a significant impact on increasing the level of education quality. at the school where the principal carries out his duties (Septiana & Hanafi, 2022; Zulaiha et al., 2022).

Based on the results of the research conducted, it is known that the school principal's understanding of preparing an educational unit ecosystem is already in the moderately understanding category. However, it needs to be improved further on the lowest average score, namely the item preparing the school ecosystem: building an educational unit culture that supports the Pancasila Student Profile project and encouraging strengthening educational capacity in implementing the Strengthening Pancasila Student Profile Project. Efforts that can be made are that schools must have reliable programs in the future to realize educational goals and based on the opinion that all parties, including students, educators and the educational unit environment, must take a role because this will greatly determine the implementation of the Independent Learning Curriculum by Strengthening the Pancasila Student Profile (Hamidah, 2022; Santoso et al., 2023). The school principal is responsible for micro-management of education which is directly related to the learning process. It is hoped that the leadership of the school principal can create a harmonious and conducive condition at all levels and components of education as a whole in order to improve or conform to the quality of education in the school. As a school principal who is an example and role model for colleagues and everyone in the school, he must be able to build an educational unit culture that supports the Pancasila Student Profile project and be able to encourage strengthening educational capacity in implementing the Strengthening Pancasila Student Profile Project (Hamidah, 2022; Sihaloho, 2022).

Building an educational unit culture that supports the Pancasila Student Profile project can be done as follows. First, open-minded, innovative learning is often hampered by a counter-productive culture such as not being happy to receive input or being closed off to various forms of differences. Therefore, educational units are expected to be able to revive a culture of being happy to accept input, open to differences, and committed to every improvement effort for change in a better direction (Rachmawati et al.,

2022; Zuriah & Sunaryo, 2022). Second, enjoy learning new things, basically every individual's development as a learner will stop if he no longer enjoys learning new things (Kurniawaty et al., 2022; Zuriah & Sunaryo, 2022). Therefore, the ability to maintain curiosity and find satisfaction when discovering new things is part of the culture that needs to be revived in the educational unit environment. The hope is that this profile project activity can ultimately help achieve lifelong student character in every individual involved in it. Third, collaborative, dynamic project-based learning activities require a supportive social circle in their implementation (Rudiawan & Asmaroini, 2022; Sulisyati et al., 2021). In this case, a collaborative culture is important to build compared to a competitive culture. It is hoped that a collaborative culture can encourage a happy spirit of working together, mutual appreciation and mutual support. Furthermore, collaborative efforts also need to be made between various key elements in the tri-center of education (family, educational unit and community) so that the implementation of the Pancasila Student Profile Strengthening Project will take place thoroughly and optimally. Then, in an effort to encourage strengthening educational capacity in implementing the Pancasila Student Profile Strengthening Project, in the learning process, educational units can adapt strengthening topics to their needs and readiness to empower themselves gradually and continuously.

The principal's understanding of designing the Pancasila Student Profile Strengthening Project is still in the moderately understanding category. Efforts that can be made include the need for structured education and training in designing the Strengthening Pancasila Student Profile Project. This is in line with the opinion that to improve the performance of a school principal, it is necessary to be given opportunities and chances to develop all forms of potential he has, such as being included in seminar activities, driving school training and various forms of training that can increase the principal's understanding in designing Profile Strengthening Projects. Pancasila students can improve much better (Hamidah, 2022; Sihaloho, 2022). Then in the guidebook for developing the Pancasila Student Profile Strengthening Project, it is explained that the stages of planning a profile project, how to design and develop profile project activities are in several ways, namely: a) forming a team of profile project facilitators, namely the head of the education unit forms a team of project facilitators. This team plays a role in planning and implementing project activities for the entire class; b) identifying the stages of readiness of educational units in carrying out profile projects, namely the head of the educational unit together with the facilitator team reflects and determines the level of readiness of the educational unit; c) determine the dimensions and theme of the profile project, namely the facilitator team determines the focus of the Pancasila Student Profile dimensions and project themes and designs the number of projects and their time allocation. (Dimensions and themes are selected based on school conditions and needs); d) designing profile project time allocation; e) compiling a profile project module, namely the facilitator team compiling a project module according to the level of readiness of the educational unit with general stages: determining sub-elements (project objectives), developing the topic, flow and duration of the project as well as developing project activities and assessments; f) determine learning objectives and g) develop topics, activity flow and profile project assessments. This plan can be developed according to the needs and conditions of the educational unit.

Based on the results of the research conducted, it is known that the principal's understanding of processing assessments and reporting the results of the Project for Strengthening the Profile of Pancasila Students is in the moderately understanding category. However, it needs to be improved further, the lowest average score is in the evaluation statement item for the Strengthening Pancasila Student Profile Project and the follow-up to the Strengthening Pancasila Student Profile Project with an average score of 2.8. Efforts that can be made are the need to understand how to process assessments and report the results of the Pancasila Student Profile Strengthening Project through further training in processing assessments and reporting projects. Evaluation is interpreted as the process of providing information that will be used as consideration in determining the worth and merit of the objectives. what is to be achieved, design, implementation and impact to help make a decision, assist in taking responsibility for something and increase understanding of the phenomena that occur. In other words, evaluation is the process of providing information that can be used as material or guidance in making considerations in the context of decision making. After collecting student learning documentation along the process until the end of the learning process, the facilitator team can process the assessment results to determine overall student achievement.

In the process, the facilitator team can develop various strategies using various assessment forms and instruments. Next, in preparing the report card for the Strengthening Pancasila Student Profile Project, there are principles for designing the profile project report card that educators, especially school principals, must know, who will explain it to their teachers. Basically, report cards are informative in conveying student progress, but do not inconvenience educators in processing them (Naibaho, 2018; Nugrahani & A, 2019). The principles of designing a profile project report card are: 1) showing integration, meaning that the report card consists of the results of an assessment of student performance in the profile project. Even though there are several disciplines integrated in the profile project, the profile project section focuses on the

integration of learning and the development of character and competency according to the Pancasila Student Profile; 2) it does not become a heavy administrative burden, meaning that the aspirations for writing report cards will be simpler if assisted by using technology. Report generator technology where educators enter the profile project title, short description, and all elements of the Pancasila Student Profile and only provide an assessment of selected profile elements related to the profile project without having to write them down. Writing descriptions of students' processes really focuses on unique and special things that are worth reflecting on, for example situations where students make wise decisions, the development of a very real character over a certain period of time. and 3) complete competency, meaning that the assessment in the profile project report combines knowledge, attitudes and skills as one component. Research implications has a huge impact on the principal's leadership. Where the school principal is the leader who has the task of guiding and directing teachers if they do not understand Strengthening the Pancasila Student Profile, it will have an impact on the learning process. School principals need to provide enlightenment to teachers to be able to carry out learning containing the Strengthening of Pancasila Student Profiles. The school principal has a role in preparing an adequate ecosystem in the school so that the design of the Pancasila Student Profile Strengthening Project which will be implemented can be realized. Apart from that, school principals need to provide guidance to teachers in processing assessments and how to report on the Strengthening Pancasila Student Profile Project. In this regard, researchers at this stage only analysed the school principal's understanding regarding the Independent Curriculum by Strengthening the Pancasila Student Profile.

4. CONCLUSION

Based on the results of the research and discussion above, school principals are still less than optimal in understanding the Pancasila Student Profile Strengthening Project, apart from this still being new, there is still a need to provide intensive socialization to school principals. There are many things that need to be improved, especially the ability of school principals to prepare the ecosystem in their educational units. School principals still need to improve their abilities in designing the Project for Strengthening the Pancasila Student Profile. All indicators studied are still in the quite good category.

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