

Portrait of the Merdeka Curriculum: Profile of Pancasila Students in the Malang Batik Local Wisdom Project at SMA N 1 Malang

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Abstract. The purpose of this research is to describe implementation of P5 learning based on local wisdom of Malang batik, describe the involvement of Indonesian language in batik project and find out the profile of Pancasila students. Including qualitative research with a descriptive approach. Data was collected by interview and observation techniques. The research data consisted of a series of Malang batik project activities and student attitudes. This research fills gaps from previous research which emphasizes the research focus on implementation of P5 activities with the theme of local wisdom with the outcomes of Malang batik and the involvement of Indonesian in Malang batik project activities. The research results show that implementation of the P5 project is carried out using a daily system. Indonesian was involved in the stages of the Malang batik making project. Profile of Pancasila students can be seen from attitude of mutual cooperation, creativity and single diversity.

Keywords: merdeka curriculum, local wisdom, profile of Pancasila

1 Introduction

Changes in the curriculum from the 2013 curriculum to the merdeka curriculum brought structural differences. The merdeka curriculum structure consists of intracurricular activities, projects to strengthen the profile of Pancasila students (P5) or co-curricular activities, and extracurricular activities. In this research, focus is discussing co-curricular structures or projects to strengthen the profile of Pancasila students or P5. The purpose of this research is to describe the implementation of P5 learning based on the local wisdom of Malang batik, describe the involvement of the Indonesian language in a series of batik project activities and find out the profile of Pancasila students embodied in the project.

The merdeka curriculum is stated to have advantages because it provides autonomy and independence for students to study and schools in implementing the merdeka curriculum. According to Birawa, independence for learning focuses on the freedom to learn independently and creatively [1]. In line with the opinion of Usman, et al that freedom in

learning is realized, the teacher as a facilitator has full control in the learning process, the teacher can determine the model, method, and material to be taught to students freely. The hope is that it can liberate students according to their abilities and learning styles [2].

As part of the independent curriculum structure. P5 activities are carried out through project activities with the hope of strengthening the character of Pancasila students. The P5 activity project can use 7 themes, namely local wisdom, sustainable lifestyle, diversity in diversity, and build body and soul, voice of democracy, entrepreneurship, and engineering and technology for the Unitary State of the Republic of Indonesia. Of the seven themes, schools are free to choose a maximum of 4 themes in a year by taking into account the competence of students and the surrounding environment. SMA N 1 Malang is a school with a changed independent status which starting in the 2022/2023 academic year implements an independent curriculum for phase E or grade 10 levels. In the first P5 project in the odd semester of the 2022/2023 school year the theme is local wisdom with Malang batik products as output.

The implementation of the P5 project based on local wisdom with the output of Malang batik is interesting to study because the P5 project is a learning product that has been implemented for the first time in the independent curriculum and was not found in the previous curriculum. So that the potential for research novelty and research usefulness is relatively broader. Besides that, the local wisdom raised by SMA N 1 Malang in the first P5 project is an interesting theme to discuss. Local wisdom contains noble values, self-identity and the personality of a nation. Local wisdom is also a way of life for a community, so that this local wisdom is sustainable, then it continues to be passed down from generation to generation to the next generation. So that the P5 project based on local wisdom at SMA N 1 Malang is an effort from the school so that students preserve the local wisdom of Malang City, one of which is by getting to know Malang batik and the noble values in Malang batik which are the self-identity of the people of Malang city.

According to [3], the concept of learning the Pancasila student profile strengthening project is integrated learning. So that all these subjects merged into the project, even though it was cross-disciplinary. The P5 project based on local wisdom collaborates with several cross-disciplinary subjects namely Indonesian Language, Biology, Geography, History, Sociology, Religion and Javanese Language. The role of Indonesian language lessons in this project, in which the teacher provides insight into local wisdom, assists students during the process of working on the Malang batik project and provides insight into guidelines for compiling reports and portfolios at the end of the activity.

Rusnaini, et al said that Minister of Education and Culture Nadiem Anwar Makarim has inaugurated 6 indicators of the profile of Pancasila Students which include noble character, independence, critical reasoning, creative, mutual cooperation and global diversity [4]. The Standards Agency, [5] explains that the indicator is a strengthening of the character of students in studying the surrounding environment, whether it is about climate change which often occurs especially recently, regarding anti-radicalism, their mental health, about culture, about entrepreneurship, technological developments, and democratic living [6].

There are research results from Lubaba, et al., which has similarities with this research, namely conducting research on the profile of Pancasila students [7]. The previous research left an empty gap. This research fills this gap by emphasizing the research focus on the implementation of P5 activities based on local wisdom with the outcomes of Malang Batik, the involvement of Indonesian language in a series of Malang batik project activities and knowing the dimensions of the Pancasila profile embodied in these activities. Whereas

previous research focused on the strategies carried out by teachers in implementing Pancasila student profiles, including; differentiated learning, learning by project and habituation.

The P5 project based on local wisdom at SMA N 1 Malang is directed to provide knowledge to students so that they can understand and practice the local culture of the Malang area through Malang batik. In the learning process of this project, students get a meaningful learning experience because indirectly students will be trained to solve a problem, so that they get good results. Based on this description, the author raises the title "Portrait of the Merdeka Curriculum: Profile of Pancasila Students in the Malang Batik Local Wisdom Project at SMA N 1 Malang".

2 Research Methods

This research uses a qualitative research type with a descriptive approach. This research method was chosen because researchers want to obtain data that can describe Indonesian language learning process, the implementation of P5 learning based on local wisdom of batik Malang and describe the profile of Pancasila students. According to Kurniawaty et al, qualitative research describes the results of observations felt by researchers [8]. Sources of data from this study came from the coordinator P5 project based on local wisdom, Indonesian teachers, and grade 10 students, while the research data obtained were in the form of Indonesian language learning, P5 learning based on local wisdom, and the profile of Pancasila students. Data collection techniques used are observation and interview techniques. It is also supported by literature studies sourced from scientific journals or books in accordance with the research. The research was conducted in September 2022 at SMA N 1 Malang.

Data analysis used data collection in the field. Data analysis in this study went through several stages, namely: (1) data reduction, where the researcher summarized the data from observations, and interviews with the aim of obtaining several main data; (2) data presentation, namely compiling the data that has been obtained after the data is reduced so that the researcher's data can be easily understood; (3) drawing conclusions, namely the researcher concludes the data that has been compiled to verify or review from the records that have been collected. The instruments used in this research were interview guidelines and observation sheets.

3 Findings and Discussion

3.1. Co-curricular or P5 Learning Based on Local Wisdom

As an application of learning with merdeka curriculum, SMA N 1 Malang also implements project activities to strengthen the profile of Pancasila students (P5) or co-curricular activities that focus on students in phase E or grade 10 SMA. Rachmawati, N. et al said that in the P5 activity, students are given the freedom to learn formally, schools are given autonomous rights in regulating or managing time, and students are directly involved with the surrounding environment [9]. Project-based learning is a learning model that is considered to be able to train the spirit of mutual cooperation between students and realize Pancasila students. So that through this learning model, the diversity of student learning styles can be facilitated. Hartoyo said that the Pancasila student profile development project or P5 is one form of the Pancasila student profile

which is reflected in Indonesian students who excel and behave in accordance with the guidance of Pancasila values [8]. Furthermore, the Standards Agency, Curriculum et al expect the P5 program to be a character strengthening that can provide opportunities for students to learn about the surrounding environment, whether it's about climate change which often occurs, especially lately, regarding anti-radicalism, mental health. them, about culture, about entrepreneurship, technological developments, and democratic life [10].

The theme of the P5 activities according to Wijayanti et al consists of a sustainable lifestyle, the voice of democracy, engineering and technology to build the Unitary State of the Republic of Indonesia, building body and soul, Bhinneka Tunggal Ika, local wisdom and entrepreneurship [11]. The seven themes are regulations from the Ministry of Education and Culture which were developed according to priority issues in line with the 2020-2035 education roadmap, Sustainable Development Goals and other related documents. The implementation of the project is adapted to the circumstances of the school, which refers to the module prepared by each teacher, thus distinguishing it from other schools. For one year the government frees schools to take a maximum of 4 themes. SMA N 1 Malang sets 3 themes in a year, namely local wisdom, entrepreneurship and sustainable lifestyle.

In the first P5 project in the odd semester of the 2022/2023 academic year, SMA Negeri 1 Malang took the theme of local wisdom with the output of batik Malang products. This batik is the pride of the citizens of Malang because it contains the identity of the city of Malang with the motif of Malang mask, lotus flower and Malang monument. Students learn to make designs according to the provisions and characteristics of Malang batik as a form of learning product. The selected design will be used to make batik cloth by each group. Students learn to make a piece of batik cloth in each group. Batik cloth is a form of learning product in this project. With this project, students will know and make Malang batik. So that it will increase their motivation to be able to preserve it and promote it. Through local wisdom activities of Malang batik which are not owned by other regions, it is hoped that students will love, know and know the process of making it so that it increases the motivation to love, preserve and promote it.

[3] said that learning the Pancasila student profile strengthening project is integrated learning. The purpose of integrated learning is that the competencies learned by each subject are merged, there are no longer any barriers which are part of a particular subject. So that all the subjects merged, even though it was cross-disciplinary. The first Pancasila student profile strengthening project with the theme of Local Wisdom with the topic of batik Malang is very relevant to collaborate with several cross-disciplinary subjects namely Indonesian Language, Biology, Geography, History, Sociology, Religion and Javanese Language.

Regarding the allocation of lesson hours in the curriculum structure, it is written in total in one year and is equipped with suggestions for the allocation of lesson hours if it is delivered on a regular/weekly basis. [3] that there was no change in the total lesson hours. For intracurricular learning as much as 75% and 25% co-curricular. The school is given the flexibility to manage the allocation of time for intra-curricular and co-curricular learning activities or P5 projects. In practice, according to Faisal Fahri & Darwin, P5 can be scheduled on a daily, weekly or even monthly basis. For daily, usually 1-2 hours for project activities. For weekly it can be taken one day a week for the P5 project. While monthly it can be taken a week in a month to hold P5 activities. And the last option, for

larger P5 activities, can be held for a month of material and a month of P5, which are carried out alternately [10]. At SMA N 1 Malang apply a daily system by allocating 1-2 hours for project activities.

Lessons that collaborate in the Malang batik project allocate 18 hours of lessons per week for ten weeks, so that the time allocation for the Malang batik project is 180 hours of lessons. Subjects that collaborate in this project do not carry out intracurricular learning while the batik project is still ongoing. Meanwhile, subjects that do not collaborate, continue to carry out intracurricular learning based on their respective subjects. However, if the Malang batik project is finished and moves on to other projects, the subjects who collaborate on the Malang batik project can carry out learning based on their respective subjects.

3.2. Involvement of Indonesian language in a series of Malang batik project

The key to the success of this P5 or co-curricular program lies in the coordination between teachers across subjects who collaborate in this Malang batik project. The role of subject teachers in project learning is as a companion and facilitator. Like the Indonesian language teacher, the Indonesian language teacher provides insight into local wisdom, assists students during the Batik Malang project and provides insight into guidelines for compiling reports and portfolios at the end of the activity. According to Faisal Fahri & Darwin teachers must involve students in every design and practice of projects and learning [10].

Project learning activities based on local wisdom at SMA N 1 Malang directly involve students in each series of activities, which begins with the preparation stage, where students are asked to take diagnostic and formative assessment tests about Malang batik, are involved in the process of making batik designs and make presentations on the design results. Meanwhile, the Indonesian language teacher in this preparation stage contributes in equipping students with theoretical knowledge about Malang batik, the teacher assists students in making batik designs, and trains students to be skilled in presenting the results of batik designs that have been selected by the group. Indonesian teachers also train students to be brave in giving responses.

The next stage is the implementation stage of the Malang Batik project, students are involved in making observations in visiting Malang batik craftsmen. This visit added to the students' understanding of the theoretical knowledge of Malang batik that they had acquired. In addition, students have experience observing the process of designing and making batik by craftsmen. Observations made by students were adjusted to the observation guidelines. According to Sedamayanti observation guidelines are guidelines that will direct the examiner to aspects that need to be done systematically [12]. The Indonesian teacher accompanies and provides direction to students in the preparation of observation guidelines before the visit takes place. The observation guide helps students when they go directly to the field. In addition, students are also involved in the practice of batik in Malang, namely students carry out a series of batik processes. The batik process includes students drawing batik design patterns on cloth with pencils, editing process, coloring process, then nglorot process. In the process of making batik, the role of the Indonesian language teacher is to accompany students during the batik Malang project.

Then do the reporting, students and groups are asked to make a portfolio report as a final project report. This report is a form of student accountability in carrying out the

Malang batik project activities. Indonesian teachers take an important role in providing insight into the systematics of the final report or portfolio and the rules for writing reports. At this stage, students are also involved in making presentations to present the final project report which can train students to be skilled in public speaking and able to provide responses.

3.3. The Profile of Pancasila Students in the Malang Batik Project

Susilawati et al said that the learning project of strengthening the profile of Pancasila students based on local wisdom is very relevant to efforts to achieve understanding and character of students in accordance with Pancasila values so that Pancasila remains the ideological basis [13]. Furthermore, Rusnaini et al explained that the profile of Pancasila students contains the following mandatory competencies: the first to be faithful, devoted to God and have noble character; the second is independent, the third is critical reasoning, the fourth is creative, the fifth is mutual cooperation, and the sixth is global diversity [4]

The learning project of strengthening the profile of Pancasila students with the output of Batik Malang products containing the values of local wisdom has a more effective meaning than conventional learning. This is because students are directly involved in all activities starting from the initial understanding of knowledge, skills and attitudes with direct practice. Educators can also directly understand the stages of child development.

Collaboration between Indonesian language lesson and the six other lessons through the P5 program based on local wisdom of Batik Malang can increase students' active learning time and have an impact on achieving student understanding and character in accordance with the profile of Pancasila students which appears in the Global Diversity dimension, namely recognizing and appreciating Malang batik as part of the identity of the local wisdom of Malang City. In addition, there is also a dimension of gotong royong or cooperation built by group members in their team during the process of making the Malang batik project, so that the goals can be achieved in accordance with the predetermined targets. In fact, the dimensions of creativity in original work can be seen in making Malang batik. Creativity in exploring and expressing thoughts and feelings in the form of works, as well as evaluating them and considering the impacts and risks for themselves and their environment using various perspectives.

The global diversity in the Malang batik project is seen when students visit Malang batik craftsmen. Students make observations, gain insight into this local wisdom and gain experience observing the batik process. This activity is carried out by the school so that students know and respect Malang batik as the ancestral cultural heritage of the Malang people. Through the Malang batik making project, students make efforts to maintain and preserve Malang batik as a local culture. Furthermore, the meaning of global diversity according to Nisa' is a feeling of mutual tolerance for diversity and differences that exist [3]. This means that students must be able to appreciate the differences that exist sincerely from the heart and let go of the ethnocentrism in themselves. This existence of diversity does not only apply in our country, but can be the basis for understanding and respecting cross-cultural cultures.

Through the Malang batik project, the indicator of the profile of Pancasila students can be seen in the mutual cooperation dimension. Malang batik project, which is

carried out in groups, encourages students to build cooperation among group members, namely working together in the batik design process, presenting the results of batik designs, carrying out the project making process and preparing reports. Through mutual cooperation, these activities can be carried out smoothly and lightly. As students of Pancasila, they are trained to work together with other friends. In the 21st century, mutual cooperation is an important part. In line with Nisa' opinion that the elements of this mutual cooperation include collaboration, mutual care for one another, and a sense of sharing [3].

Creative in the Malang batik project when students have the creativity to adapt and create original and meaningful ideas in the process of designing and making Malang batik with various patterns and color combinations. Through this project activity, students are assessed as having the ability to create and produce Malang batik which is innovative and independent. In line with Nisa' opinion that creative elements include the creation of original ideas and the creation of original works and activities [3].

4 Conclusions

The implementation of P5 has been carried out at SMA N 1 Malang, although it is still relatively new in implementing the independent curriculum. The project for developing a Pancasila student profile based on the local wisdom of Malang batik has been implemented in all class X or phase E, every day by allocating 1-2 hours for project activities. The implementation of this project is carried out directly involving students in each stage. Students are involved from the design drawing process to portfolio reporting. The output of this project is that students can get to know the process of making Malang batik directly and know its noble values. Thus increasing the motivation to be able to love, preserve and promote it. The Pancasila student profile development project is integrated learning, meaning that in practice this project collaborates with various subjects and there is no longer any division which is part of a particular subject. Indonesian teachers are involved as assistants during the batik process and facilitators to provide insight into the systematics of writing portfolios and train students' public speaking skills.

This project demonstrates a change in understanding of local wisdom, not only in increasing knowledge but in the form of Pancasila student profiles. This can be seen in the mutual cooperation attitude when students work together with group members, being creative when they have creativity in making batik designs with various patterns and colors and having global diversity when students visit Malang batik craftsmen. So that through this Malang batik project, the profile of Pancasila can be increased. It is hoped that the P5 project activities will be developed consistently so that all dimensions of the Pancasila student profile can be embedded in students' habituation in their lives.

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