

Optimization of Classroom Space as a Basis for Strengthening Peace Values as an Implementation of the Pancasila Student Profile in the Merdeka Curriculum

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Abstract. The success of education is not only measured by the test results achieved but also by the learning experiences that foster the development of students' attitudes and skills. One character that needs to be strengthened is the love of peace. Strengthening the character of peace is considered important to teach, given various social conflicts involving students such as brawls, motorbike gangs, bullying, etc. Therefore, the optimization of classroom space becomes an important part of reinforcing the character education of peace-loving students. This study will examine the role of the classroom in the subject of Pancasila education in teaching peace values in junior high schools. The research method used is qualitative with a literature study approach. Data collection techniques involve journals, books, and other sources. The results show that peace values can be reinforced through the optimal use of classroom space through four parts: (1) making all students feel valued and important to be understood; (2) creating various identities that campaign for peace-loving behavior; (3) developing an appreciative culture for everyone in the classroom; and (4) making everyone involved and concerned with classroom agreements.

Keywords: Classroom Space, Peace Values, Merdeka Curriculum.

1 Introduction

Education plays a crucial role in the progress of the Indonesian nation and state because it enables individuals to undergo behavioral and action transformation, which in turn matures them and enhances their skills in various fields [1]. As a fundamental need for personal development and self-actualization, education also serves as a vital means for nation-building.

This goal is reflected in one of Indonesia's national education objectives, which is to improve the nation's intellectual life [2]–[4].

The classroom is a key element in the implementation of the learning process in educational institutions. Often unnoticed, the elements that make up the classroom interior have a significant impact on students' learning performance and behavior. An ideal and conducive classroom environment greatly influences the learning process, students' academic achievement, and positive interactions between students and teachers, while also helping to reduce issues related to learning behavior. Therefore, the condition of the classroom must be taken seriously, and regular maintenance or updates of classroom elements are highly recommended to ensure more effective and sustainable learning activities [5].

The role of teachers as facilitators and effective classroom managers is crucial in creating a learning environment that supports students' development. One of the greatest challenges for teachers is to manage the classroom well. Teachers' ability to create an orderly, structured, and enjoyable learning environment significantly influences the success of the learning process and overall student learning outcomes. A well-managed classroom environment not only facilitates effective learning but also creates an atmosphere that supports students' academic and personal growth [6].

The Merdeka Curriculum program provides opportunities for both teachers and students [7]. Merdeka Belajar (Freedom to Learn) is a government policy aimed at significantly improving the quality of education, with the hope of producing students and graduates who are prepared to face the complex challenges of the future. The core of Merdeka Belajar is to grant freedom of thought to both students and teachers. This policy encourages the development of an independent mindset, allowing teachers and students to freely and enjoyably explore knowledge, attitudes, and skills from their surroundings. Merdeka Belajar can motivate students to learn and grow, foster a sense of care for their educational environment, boost confidence and skills, and facilitate their adaptation to society.

In the context of implementing the Profil Pelajar Pancasila (Pancasila Student Profile), the optimization of classroom spaces is highly relevant. The Profil Pelajar Pancasila focuses on shaping students' character to be virtuous, independent, and active in creating a peaceful and harmonious environment. With effective classroom management, these values can be integrated into daily school activities, supporting the achievement of the desired character education goals.

With this freedom, it is hoped that teachers can optimize their roles in the classroom more effectively. Good classroom management plays a key role in motivating students to develop and progress. The quality of classroom management by teachers and homeroom teachers significantly impacts overall student learning outcomes [6]. Therefore, this study will examine the optimization of classroom spaces in strengthening the values of peace as an implementation of the Profil Pelajar Pancasila.

2 Method

The research method applied in this study is a qualitative method with a literature review approach. This approach involves the collection and analysis of data from various written

sources considered credible and relevant, such as scientific journals, books, websites, popular articles, and other sources [8]. Thus, the data collected in this research come from references closely related to the research topic, such as journals, books, and other relevant sources.

The collected data are then analyzed using Miles and Huberman's analysis technique. This technique consists of three main stages: data reduction, data display, and data verification. First, data reduction is the process of simplifying, classifying, and abstracting the collected data so that only the most important and relevant information is retained. Second, data display involves organizing the data in a more structured form, such as through tables, charts, or diagrams, to help the researcher understand patterns and relationships within the data. The final stage, data verification, involves testing the validity and reliability of the data and drawing conclusions based on the presented findings. Through these three stages, data analysis can be conducted systematically and thoroughly, ensuring that the research results are accurate and reliable [9].

3 Results and Discussion

In the realm of education, optimizing the classroom as a tool to reinforce values of peace is a crucial response to the various challenges emerging among students. Issues such as brawls, bullying, and other aggressive behaviors increasingly highlight that character education [10]–[12], particularly related to the value of peace, requires serious attention in the school education process. Social conflicts occurring within the school environment reflect an urgent need to strengthen the teaching of values that can foster a sense of peace and mutual respect among students. In this regard, the classroom, as the primary setting for interaction between students and teachers, plays a strategic role that must not be overlooked [5].

A classroom is not merely a physical space where students sit and receive lessons, but it is also a social environment where they interact, collaborate, and shape their mindset and attitudes [13]. Therefore, the design and management of the classroom must be carefully considered to create an atmosphere that is conducive, inclusive, and respectful of differences. A well-designed classroom can be a powerful tool for teaching peace values. A supportive atmosphere, where every student feels valued and accepted, will encourage them to develop attitudes of respect for others and to avoid conflicts. By creating an environment that promotes cooperation rather than unhealthy competition, students will learn to work together in harmony, develop empathy, and understand the importance of peace.

In the context of implementing the Profil Pelajar Pancasila (Pancasila Student Profile), classroom optimization is highly relevant. The Profil Pelajar Pancasila emphasizes the development of students' character to be virtuous, independent, and actively involved in creating a peaceful and harmonious environment [14]. Through proper classroom management, these values can be integrated into daily school activities. For example, by arranging desks and chairs to facilitate group discussions, students can be encouraged to communicate with each other respectfully and be open to differing opinions. Additionally, classroom decorations featuring messages of peace and appreciation for diversity can reinforce these values visually, providing a constant reminder to students of their importance.

The Merdeka Curriculum, which grants schools and teachers the freedom to organize teaching methods most suited to the needs of students, presents a significant opportunity for innovation in classroom management [15]. Teachers can experiment with various approaches in classroom design that support active and participatory learning[16], where peace values can be instilled more effectively. For instance, a flexible classroom arrangement can enable teachers to organize activities that encourage collaboration and positive interaction among students. Furthermore, teachers can use project-based learning or discussions to address social issues relevant to students' lives, such as conflicts between peers or ways to resolve differences peacefully.

In the pursuit of effective classroom optimization to reinforce peace values, the commitment of all stakeholders in education becomes crucial. Character education, particularly in instilling peace values, cannot be achieved solely through physical changes in the classroom or the addition of decorative elements. Beyond that, an integrated and synergistic effort from various stakeholders in the education sector, including teachers, schools, parents, and the community, is necessary.

3.1 The Role of Teachers as Primary Classroom Managers

Teachers are the central figures in the educational process within the classroom. They are not only responsible for delivering the curriculum but also for creating a learning environment conducive to the development of students' character [17]. Therefore, it is crucial for teachers to possess the skills necessary to design and manage classrooms that support character education. Adequate training for teachers in this regard is essential. This training should encompass various aspects, such as how to arrange the classroom layout to encourage positive student interactions, how to use classroom decorations to reinforce messages of peace, and how to design learning activities that integrate peace values.

Without proper training, teachers' efforts to optimize the classroom may not achieve the desired outcomes. Well-trained teachers will be more capable of creating a classroom atmosphere that supports the reinforcement of peace values, enabling students to internalize these values in their daily lives. This training is also vital to ensure that teachers have a deep understanding of the importance of character education and how to effectively implement it in the classroom.

3.2 School Support in Creating a Consistent Environment

As an institution overseeing teaching and learning activities, the school plays a crucial role in supporting teachers' efforts to optimize the classroom environment [18]. This support can take the form of providing adequate facilities, such as flexible furniture that can be rearranged according to needs, and access to educational resources that aid in teaching peace values. Additionally, school policies that promote character education will provide a strong foundation for teachers in fulfilling their roles.

Schools can also support classroom optimization by implementing consistent policies that uphold peace values throughout the school environment. For instance, schools can develop anti-bullying programs, create safe zones within the school premises, and organize activities that promote peace and cooperation among students. With strong support from the school, efforts to optimize the classroom to reinforce peace values will have a broader and more sustainable impact.

3.3 The Role of Parents in Maintaining Value Consistency at Home

Parents play a crucial role in supporting the optimization of the classroom environment. While formal education occurs at school, the instillation of character values, including peace, must continue at home [19]. Therefore, it is essential to ensure consistency between the values taught at school and those practiced at home. Parents should serve as role models in applying peace values, such as demonstrating mutual respect, resolving conflicts peacefully, and appreciating differences.

Communication between the school and parents is also a key factor in ensuring value consistency. Schools need to involve parents in character education programs, for example, through seminars, workshops, or discussions about the importance of peace values and how parents can support their implementation at home. In this way, parents become not just observers but active participants in the effort to instill peace values in their children.

3.4 Community Collaboration in Building a Peaceful Culture

In addition to the roles of teachers, schools, and parents, the community also plays a significant role in supporting character education in schools [20]. The community can contribute in various ways, such as providing resources, offering moral support, or creating an environment that supports the teaching of peace values. For example, community leaders can be invited to schools to share their experiences on how they promote peace in their communities. Additionally, partnerships between schools and community organizations can help develop programs that encourage peace values among students.

The community can also act as overseers in the implementation of peace values within the school environment. With community oversight, schools will feel supported and motivated to continue their character education programs effectively. Moreover, community involvement can offer new perspectives that may not be visible to the school or parents, helping to identify and address challenges that arise in the process of instilling peace values.

Thus, optimizing the classroom to reinforce peace values is an effort that requires a collective commitment from all parties involved in education. Teachers, as the primary managers of the classroom, need adequate training to support character education. Support from schools and consistency in values applied by parents at home are crucial for the success of these efforts. Additionally, community involvement plays a key role in creating a broader and more sustainable culture of peace. With strong commitment from all parties, optimizing the classroom will not only impact the learning environment at school but also help shape a generation that values peace and is capable of creating a harmonious environment in the future.

Thus, through the optimization of the classroom, the development of students' character and attitudes can be effectively achieved in the following ways:

1. **Creating an Environment Where All Students Feel Valued:** This is a crucial initial step. When students feel valued, they are likely to develop healthy self-confidence and self-esteem. This not only enhances their engagement in the learning process but also helps them develop positive attitudes towards others. This sense of being valued can be realized through effective communication, acknowledgment of each student's contributions, and respect for individual differences.

2. **Creating Various Identities That Promote Peaceful Behavior:** Encouraging students to internalize peace values as part of their identity can be achieved through various methods. For instance, using symbols that reflect peace, adopting group names that promote cooperation and harmony, and integrating peace themes into daily learning activities. By doing this, peace values become more than just theories taught; they become an integral part of the classroom culture.
3. **Developing a Culture of Appreciation:** This is an important strategy for creating an inclusive and harmonious environment. A culture of appreciation can be implemented by encouraging students to praise each other's achievements and efforts, and by valuing diverse viewpoints and backgrounds. Through sincere appreciation, students will learn to recognize the good in others, which in turn fosters respect and understanding towards their peers.
4. **Involving Everyone in Creating and Adhering to Class Agreements:** Ensuring that peace values are lived and applied in every aspect of classroom life can be achieved by involving students in the formulation of classroom rules and agreements. When students participate in creating these rules, they feel more ownership and responsibility for their environment. This involvement also encourages them to understand the importance of cooperation, discipline, and shared responsibility in maintaining a peaceful and conducive learning atmosphere.

4 Conclusion

Optimizing the classroom to reinforce peace values is a highly relevant and crucial step in the context of implementing the Pancasila Student Profile within the Merdeka Curriculum. By creating a learning environment that supports the development of peaceful attitudes, schools can make a significant contribution to shaping a generation that is not only academically intelligent but also possesses a strong character in upholding values of peace and social harmony. The Merdeka Curriculum, with its offered flexibility, provides a strong foundation for innovation in classroom management, allowing character education to be integrated more effectively into every aspect of learning. Thus, optimizing the classroom is not just a physical change but also an effort to build a more peaceful and harmonious future through character-focused education and noble values.

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