

Strengthening the Mutual Cooperation Dimension of the Pancasila Student Profile in the Merdeka Curriculum through the PPKn Subjects

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Abstract

The Pancasila Student Profile is designed to answer the significant question of what competencies are produced by the Indonesian education system, as outlined in Law Number 20 of 2003 concerning the National Learning System. Strengthening character education towards the spirit of mutual cooperation as one dimension of the Pancasila student profile is crucial in overcoming the decline in character experienced by students. This is because the purpose of character education is to transform behavior to possess good ethics in community life. This research aims to illustrate the strengthening of the dimension of mutual cooperation through Pancasila and Civic Education (PPKn) learning as part of the six dimensions of the Pancasila student profile. To achieve this research objective, the study employs a library research method. The results of this research indicate that the content in PPKn learning includes the reinforcement of the mutual cooperation dimension. The strengthening of the mutual cooperation dimension through PPKn learning is found in Part 1 of "Pancasila", specifically in Unit 4 which focuses on citizenship and the collaborative project of mutual cooperation, as well as in learning activities that integrate key elements of mutual cooperation: collaboration, concern, and sharing with others.

Keywords: Pancasila Student Profile; Mutual Cooperation.

Introduction

The ever-advancing development of the times makes us aware that changes need to be made because human needs also continue to change from time to time, including in the field of education. The education system must carry out innovation that is planned, directed and sustainable in order to realize equal distribution of quality education, so that education will be able to prepare students as a generation of the nation who are ready to face the challenges of changing times both on a national and global scale.

In education itself there is the development of character and cultural education which can help shape the quality of the nation's future generations. Of course, this development must be carried out with good planning, the right approach and also fun methods, as well as effective learning. In this case, the learning plan in education has been

packaged in an educational curriculum which of course continues to be updated to obtain stability and conformity with the demands of the times.

In general, curriculum renewal is something that is planned and designed to face future challenges, but there are also times when curriculum changes that are made are a response to challenges that are being faced or are currently occurring. One example is a prototype curriculum. After implementing the prototype curriculum in 2,500 schools in Indonesia, Nadiem Makarim as minister of education released a new curriculum called Merdeka Curriculum as the new name for the prototype curriculum used previously. In the independent curriculum there are three important structures for implementing learning, one of which is the project to strengthen the Pancasila student profile (Nahdiyah, et al, 2022).

The Pancasila Student Profile is designed to answer big questions about what competencies have been produced by the Indonesian education system as stated in Law Number. 20 of 2003, Article 3 concerning the National Learning System (Sisdiknas), which reads: “National learning aims to improve the ability of students to become human beings who believe and also obey God Almighty, have noble character, are healthy, knowledgeable, capable, creative, be independent, and become a democratic and responsible citizen.”

To achieve these national education goals, the Pancasila student profile is designed in accordance with the vision and mission of the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) as stated in the Minister of Education and Culture Regulation no. 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024, which states that “Pancasila students are the embodiment of Indonesian students as lifelong learners who have global competence and behave in accordance with the values contained in Pancasila, with six main characteristics, namely : having faith, being devoted to God Almighty, and having noble character, global diversity, working together, being independent, reasoning critically and creatively” (Rusnaini, et al, 2021).

Civics is one of the subjects that must be taught in schools. This PPKn subject focuses on self-development in a variety of ways, starting from language, religion, ethnicity and ethnicity, which will provide an image of intelligent and characterful citizens and will be able to strengthen the attitude of mutual cooperation as one of the dimensions contained in the Pancasila student profile as an effort to achieve national education goals.

The definition of mutual cooperation is based on Law no. 20 of 2013 article 13 states that “The value of the character of gotong royong reflects the act of appreciating the spirit of cooperation that works hand in hand in solving common problems, establishing good communication and friendship, providing assistance or help to others, especially those who need it. The sub-values of mutual cooperation include respect, cooperation, responsibility, inclusiveness, deliberation and consensus, mutual help, solidarity, empathy,

anti-discrimination and volunteerism.”

Mutual cooperation is an activity carried out together which is considered to provide benefits to other people. Indonesian society in various circles used to be very synonymous with mutual cooperation, because mutual cooperation is one of the characteristics and noble values of the Indonesian nation. Rural communities generally rate people working together highly. Mutual cooperation activities are often carried out in various ways, for example during the harvest season in the village, when cleaning the residential or school environment, even at school students are taught and required to carry out mutual cooperation in solving problems.

PPKn learning allows students to obtain direct information about the value of the character of mutual cooperation through communication that occurs between students and teachers in the classroom learning process. However, unfortunately globalization has had a negative impact on the mindset of mutual cooperation, the culture of mutual cooperation which is little by little being eroded due to the understanding of modernity and globalization which has an impact resulting in a very complicated way of life (Monika, et al, 2023).

Apart from that, currently what is happening in the field shows that there has been a decline in the character of society, especially students, after the Covid-19 pandemic. Students are less able to work together and collaborate with friends in completing assignments given by the teacher. Apart from that, arguments often occur between friends which are caused by a very high egocentric attitude due to students' lack of socializing habits during distance learning and their frequent use of gadgets (Prasetyo in Puspita, 2022). The decline in the character of mutual cooperation is caused by the emergence of a feeling of laziness, a lifestyle due to technological developments, and a high sense of egoism (Mery, et al, 2022).

Because of these conditions, strengthening character education towards the attitude of mutual cooperation as one of the dimensions of the Pancasila student profile is very important in overcoming the character decline experienced by students, because the aim of character education is to change behavior so that they have good ethics in social life so that students do not only rich in

knowledge but also has good character so that it can be said to be a generation of high quality and value.

Researchers' interest in this research cannot be separated from the research of researchers who have previously conducted research on the profile of Pancasila students, including research conducted by Ari Metalin Puspita and Diah Setyaningtyas (2022) regarding strengthening the character dimensions of mutual cooperation. Then research conducted by Mery, Martono, Siti Halidjah and Agung Hartoyo (2022) regarding student synergy in the project to strengthen the profile of Pancasila students. Furthermore, research by Ketut Ayu Lola Monika, et al (2023) regarding increasing mutual cooperation attitudes based on local wisdom. Based on the various studies regarding strengthening the profile of Pancasila students above, the difference with this research is that this research focuses more on strengthening the dimension of mutual cooperation through PPKn learning.

The aim of this research is to illustrate the strengthening of the mutual cooperation dimension through PPKn learning as part of the six dimensions of the Pancasila student profile. The benefit of this research is that it is hoped that it can increase the profile of Pancasila students among students and can reflect the profile of Pancasila students, especially in Civics learning.

Literature Review

Merdeka Curriculum

Merdeka Curriculum is the new name for the Prototype Curriculum which was officially issued by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) Nadiem Anwar Makarim. The Prototype Curriculum, which was later called the Merdeka Curriculum, was formed by the government as an effort to restore learning due to the Covid-19 pandemic that has hit the world in recent years (Sadewa, 2022).

The policy for developing the 2013 Revised Curriculum into an Merdeka Curriculum is based on the Decree of the Minister of Education, Culture, Research and

Technology of the Republic of Indonesia (Kemendikbudristek) Number 56/M/2022 on 10 February 2022 concerning Guidelines for Implementing the Curriculum in the Context of Learning Recovery. This decision from the Ministry of Education and Culture becomes the legal basis and becomes a reference in the implementation of the Merdeka Curriculum which is implemented in all schools, madrasas and educational institutions in Indonesia.

In implementing something new, of course there needs to be adaptation, including in the implementation of the merdeka curriculum, of course it must first go through an adaptation process based on the basic framework of the curriculum itself, namely (1) National Education Goals, (2) Pancasila Student Profile, (3) Curriculum Structure, (4) Learning and Assessment Principles, and (5) Learning Achievements (Cholilah, et al, 2023). Furthermore, the operational curriculum of the educational unit is adjusted to the planning and organization of learning according to the contextual context of the educational unit, so that later learning will be more efficient. The following are the steps for developing an merdeka curriculum in educational units:

1. Understand what the characteristics of an educational unit are
2. Develop the vision, mission and goals of the educational unit
3. Carry out planning including the flow of learning objectives (ATP), assessments, teaching modules, teaching media, as well as educational unit priority programs
4. Carry out learning mapping: both curriculum content, learning load, intracurricular, extracurricular and co-curricular programs (Strengthening Pancasila Student Profile Project/P5)
5. Plan a mentoring, evaluation and professional development system.

Pancasila Student Profile

The Pancasila student profile refers to the characteristics or attributes that are expected to be possessed by a student who understands and practices the values of Pancasila (Belief in One Almighty God; Just and Civilized Humanity; Indonesian Unity; Democracy Led by Wisdom in Deliberation/Representation; Social Justice for all Indonesian people).

The Pancasila student profile is designed in accordance with the vision and mission of the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) as stated in Minister of Education and Culture Regulation No. 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024, which states that “Pancasila students are the embodiment of Indonesian students as lifelong learners who have global competence and behave in accordance with the values contained in Pancasila, with six main characteristics, namely : faith, devotion to God Almighty, and noble character, global diversity, mutual cooperation, independence, critical reasoning and creativity.”

The Pancasila student profile is also designed to answer the big question about what competencies are produced by the education system in Indonesia. The Pancasila student profile aims to form a young generation who has strong moral values, ethics and personality qualities, so that they are able to become citizens who contribute positively to the progress and prosperity of Indonesia.

The dimension of faith, devotion to God Almighty and noble character, which is the first dimension in the Pancasila student profile, includes elements of religious morals, personal morals, morals towards humans, morals towards nature and morals in the state. The independent dimension includes elements of awareness of oneself and the situation as well as self-regulation. The dimension of mutual cooperation includes elements of collaboration, caring and sharing with others. The global diversity dimension includes elements of knowing and appreciating culture, communication and interaction between cultures, reflection and an attitude of responsibility. The critical reasoning dimension includes elements of obtaining and processing information, analysis and evaluation of reasoning, reflection and evaluation. The creative dimension includes original ideas, original work and flexibility in thinking (Karuna, Kalvin, et al, 2023).

Pancasila and Civic Education (PPKn)

Pancasila and Civic Education (PPKn) is part of the education system in Indonesia

which aims to provide understanding and practice of Pancasila values and the rights and obligations as Indonesian citizens. Pancasila and Civic Education (PPKn) is also one of the subjects that must be taught in all schools in Indonesia, both government-owned and private-owned schools, from elementary to tertiary levels. Pancasila and Civic Education (PPKn) is a lesson that focuses on diverse self-development starting from religion, language and ethnicity which depicts citizens who are intelligent and have character (Novianti in Wijayanti and Achmad Muthali'in, 2023).

Basically, Pancasila and Civic Education (PPKn) is a science that studies all aspects of life and teaches students to become citizens who are not only rich in knowledge but also have character, because PPKn aims to equip citizens with a deep understanding of values. and the principles contained in Pancasila and encouraging its practice in everyday life, as well as implementing Pancasila as the basis of the state as stated in the 1945 Constitution of the Republic of Indonesia.

The existence of Pancasila and Civic Education (PPKn) subjects is in harmony with the commitment to developing national character and civilization, where PPKn learning can be a learning material for students to know and appreciate their country better, produce students who are in accordance with the nation's culture, and strive to form a generation that has love for the homeland (Magdalena in Wijayanti and Achmad Muthali'in, 2023).

Method

This research uses a literature study method or library research with a qualitative approach.

Zed in (Irawati, et al, 2022) defines literature or literature study as a series of planned activities relating to methods of collecting library data, reading and taking notes as well as processing research materials. Literature study is also an effort made by researchers to collect information data that is needed and relevant to the topic or problem raised (Yuniarto, et al, 2022).

Literature study involves reading and analyzing various sources of information, including scientific journals, books, articles,

theses, research reports, and other materials relevant to the research topic. Through literature study, researchers can identify existing theories, methods, findings and arguments. This allows researchers to assess the relevance, weaknesses, and strengths of previous research, and identify areas where new research can make a contribution.

Result and Discussion

The embodiment of Indonesian students as lifelong learners, namely students with global competency abilities and behaving in accordance with the values contained in Pancasila, namely having faith, being devoted to God Almighty and having noble character, global diversity, working together, independently reasoning critically and creatively. included in the six main characteristics of the Pancasila student profile (Zuchron in Ningsih, 2023).

The dimension of mutual cooperation teaches students to be able to work together, communicate with each other to achieve a common goal, have positive interdependence (need each other), coordinate with each other, be responsive to the social environment and care for each other and have a willingness to share. However, unfortunately what is happening in the field shows that there is a decline in students' character, especially in their mutual cooperation attitude. As well as the negative impact of globalization on the mindset of mutual cooperation, the culture of mutual cooperation is being eroded little by little.

The decline in the character of mutual cooperation is caused by the emergence of a feeling of laziness, a lifestyle caused by technological developments, and a high sense of egoism. In addition, the existence of the Covid-19 pandemic has made students less able to cooperate and collaborate with friends in completing assignments given by the teacher. Apart from that, quarrels often occur between friends which are caused by a very high egocentric attitude due to students' habits of not socializing enough during distance learning and often playing with gadgets. The decline in student character after the Covid-19 pandemic shows that it is very necessary to strengthen the attitude of mutual cooperation.

Learning Pancasila and Civic Education (PPKn) has an important and main role or can be said to be the vanguard in character development in schools. PPKn learning plays an important role in forming students' mutual cooperation attitudes as citizens and the nation's generation, especially at this time where all aspects of life must adapt to new post-pandemic habits which are also expected to form social cohesion in society. It is hoped that Civics learning will not only be able to educate citizens but also produce citizens who have character and uphold the nation's noble culture. Integrating the dimension of mutual cooperation through PPKn learning is essential in order to prepare students who have solidarity and commitment to maintaining the integrity of the nation and are able to present themselves as representatives of the nation's noble culture.

The mutual cooperation dimension teaches students to maintain the noble culture of the Indonesian nation and work together in creating national prosperity and advancing Indonesia and uniting to maintain the integrity of the Indonesian state. Students must have a spirit of cooperation and help each other in daily activities. This includes mutual cooperation in the social, family and wider community. Therefore, instilling attitudes and values of mutual cooperation in students must start from an early age. The key elements of the dimensions of mutual cooperation according to the Ministry of Education and Culture (2022) are as follows:

1. Collaboration elements

- a) Cooperation

Build teams and manage cooperation, solve problems together so that goals are achieved in accordance with predetermined targets and create profitable results for all parties involved.

- b) Communication to achieve common goals

Listen and pay close attention to the views and ideas of everyone involved in order to understand and analyze the information, ideas, emotions, skills and concerns expressed by other people and groups. Use various symbols and media effectively, and use various clear and simple communication strategies to solve problems to achieve common goals.

c) Positive interdependence

Balancing group capacity so that group members can help each other meet their needs both individually and collectively. Positive interdependence creates a symbiotic relationship where each party benefits from the collaboration.

d) Social coordination

Adjust and maintain the actions of oneself and group members so that they are in accordance with each other and can adapt to changes in situations and can mutually accept the consequences of their actions in order to achieve common goals.

2. Element of caring

a) Responsive to the social environment

Responsive to the social environment in accordance with the demands of their social role, contributes according to the needs of society to produce better conditions, has awareness and the ability to understand, interact and adapt to various social aspects in everyday life.

b) Social perception

Carrying out appropriate actions and attitudes so that other people respond as expected in order to complete the work and achieve the goals or targets that have been set.

3. Sharing elements

Strive to give things that are considered important and valuable to people who need them.

The dimension of mutual cooperation as one part of the Pancasila student profile can be strengthened through Civics subjects. One of them we can see in the learning material for part 1 in class XI "Pancasila" to be precise in unit 4, namely the citizenship mutual cooperation project.

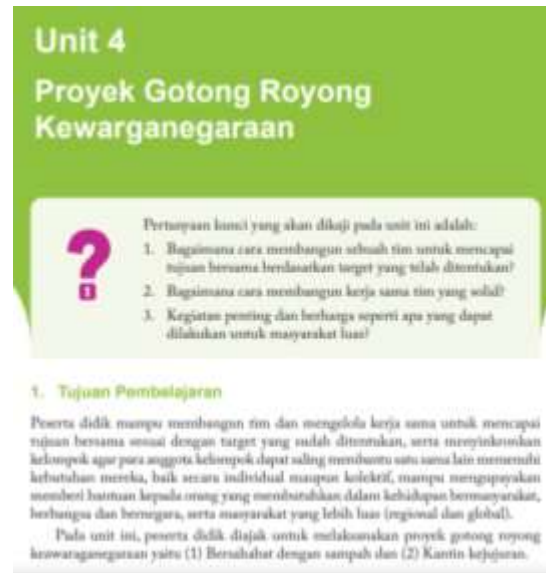


Figure 1. Citizenship mutual cooperation project in student books for PPKn class XI Merdeka Curriculum

In unit 4 part 1, students are expected to be able to form teams and work together to achieve common goals in accordance with predetermined targets, as well as synchronize the group so that it can run well and group members can help each other meet their needs, both individually individually and collectively, able to strive to provide assistance to people in need in the life of society, nation and state, as well as society with a wider scope (regional and global). In this unit, students are invited to carry out a civic mutual cooperation project, namely (1) Making friends with waste and (2) Honesty canteen.

Apart from that, strengthening the dimension of mutual cooperation through PPKn learning can also be seen in the learning activities column. The learning activities contain instructions to answer questions together with group friends and record the results of discussions in the group.

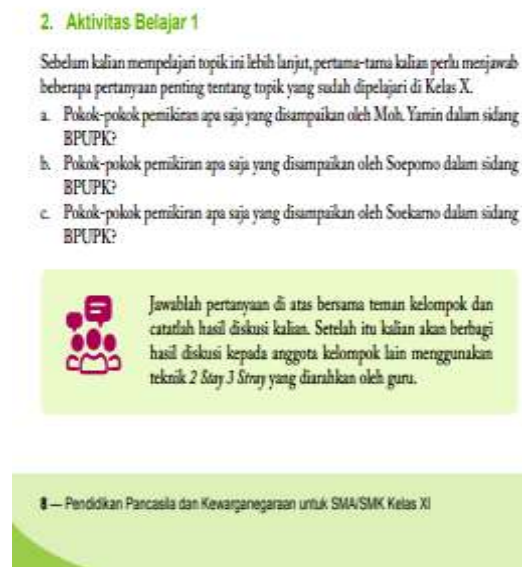


Figure 2. Learning activities in student books for PPKn class XI Merdeka Curriculum

After discussing with their respective groups, each group member will then share the results of the discussion they have carried out with other group members using the 2 Stay 3 Stray technique as directed by the subject teacher. Then each group will be able to find out about each material through the presentation of their friends, so that not only will cooperation be established but it will also train students' abilities to explain material to other people or can be said to share knowledge with other people.

The two activities above are in accordance with the indicators contained in the mutual cooperation dimension, namely the ability to carry out activities together voluntarily and share with others. Mutual cooperation activities require the active participation and involvement of each member to work together, have a positive impact on a problem or need faced and care about one another. This is because strengthening the value of mutual cooperation is carried out to increase cooperation, concern for the environment and the desire to share with members of the group or community, as well as to lighten each other's burdens and produce a better quality of life.

The ability to work together enables Indonesian students to become democratic citizens, actively involved in society in advancing the nation's democracy. Because the aim of Pancasila and Citizenship Education

is for every citizen to become a good citizen, namely one who is intelligent (civic intelligence) and responsible (civic responsibility) (Alanur, 2023).

Conclusion

Based on the results of research on strengthening the mutual cooperation dimension of the Pancasila student profile in the merdeka curriculum through PPKn learning, it can be concluded that the material in PPKn learning contains strengthening the mutual cooperation dimension. Strengthening the dimension of mutual cooperation through PPKn learning can be found in part 1 with the theme "Pancasila" where in unit 4, namely the civic mutual cooperation project and also in learning activities that integrate the key elements of mutual cooperation, namely collaboration, caring and sharing with others. Integrating the dimension of mutual cooperation through PPKn learning is the most basic thing in preparing students who have solidarity and commitment to maintaining the integrity of the nation and are able to present themselves as representatives of the noble culture of the Indonesian nation.

The ability to work together enables Indonesian students to become democratic citizens, actively involved in society in advancing the nation's democracy. Because the aim of Pancasila and Civic Education is for every citizen to become a good, intelligent and responsible citizen. However, in its implementation PPKn cannot alone develop the Pancasila student profile for students because it requires collaboration with other subjects as well as through project collaboration or through P5 activities programmed by the school. It is hoped that the results of this research can be used as consideration for subsequent studies to carry out research in broader dimensions.

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