Pioneering Harmony: Bringing Pancasila to Life through the "*Kurikulum Merdeka*"

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ABSTRACT: The comprehensive consideration of curriculum in educational management is pivotal, particularly amidst the pursuit of higher quality learning through the phased implementation of an independent curriculum. Amidst prevalent challenges within the education sphere hindering the development of intelligent human resources with exemplary character, the adoption of an independent curriculum is seen as a strategic measure to address educational deficiencies by prioritizing student-centred learning processes. This research, utilizing a descriptive qualitative approach, focuses on analysing the planning, organizing, actuating, and controlling aspects of implementing an independent curriculum. Conducted at Muhammadiyah 8 Middle School in Bandung City, data collection methods encompass interviews, documentation, and observations, further validated through data triangulation. The findings reveal the adoption of a potential and competency-based curriculum, with an emphasis on a learning model rooted in high order thinking skills (HOTS) and 21st-century competencies, including critical thinking, creativity, problem-solving, communication, and collaboration (4C). Additionally, the school integrates various character development programs, highlighting the impact of independent learning on realizing the six dimensions of the Pancasila Student Profile.

Keywords: Implementation, Independent Curriculum, Pancasila Student Profile.

ABSTRAK: Pertimbangan komprehensif terhadap kurikulum dalam manajemen pendidikan sangatlah penting, terutama di tengah upaya meningkatkan kualitas pembelajaran melalui implementasi bertahap dari kurikulum mandiri. Di tengah tantangan yang melanda di ranah pendidikan yang menghambat pengembangan sumber daya manusia cerdas dengan karakter yang unggul, adopsi kurikulum mandiri dipandang sebagai langkah strategis untuk mengatasi kekurangan pendidikan dengan memprioritaskan proses pembelajaran yang berpusat pada siswa. Penelitian ini, menggunakan pendekatan kualitatif deskriptif, berfokus pada menganalisis aspek perencanaan, pengorganisasian, pengaktifan, dan pengendalian dalam mengimplementasikan kurikulum mandiri. Dilakukan di Sekolah Menengah Pertama Muhammadiyah 8 di Kota Bandung, metode pengumpulan data meliputi wawancara, dokumentasi, dan observasi, yang kemudian divalidasi melalui triangulasi data. Temuan penelitian mengungkap adopsi kurikulum berbasis potensi dan kompetensi, dengan penekanan pada model pembelajaran yang berakar pada keterampilan berpikir tingkat tinggi (HOTS) dan kompetensi abad ke-21, termasuk berpikir kritis, kreativitas, pemecahan masalah, komunikasi, dan kolaborasi (4C). Selain itu, sekolah mengintegrasikan berbagai program pengembangan karakter, yang menyoroti dampak pembelajaran mandiri dalam mewujudkan enam dimensi Profil Siswa Pancasila.

*Kata kunci: Implementasi, Kurikulum Merdeka, Profil Pelajar Pancasila*

INTRODUCTION

Curriculum implementation is an important part of education management in schools. As something fundamental, the curriculum should be the main concern before other aspects. In fact, the curriculum can be called the heart of education (Rahayu et al., 2022; Sukariyadi, 2022) which determines the continuity of quality education. The curriculum is a source of driving pumps for all series of educational activities in schools. According to Law No. 20 of the year (2003) "the curriculum is a set of learning plans related to objectives, content, teaching materials and methods used and used as guidelines in organizing learning activities to achieve a national education goal". The curriculum involves many things that are interrelated from upstream to downstream so that the understanding must be comprehensive. So, the implementation of the curriculum must be a major concern in the management of education in schools.

In commemorating National Teacher's Day on 25 November 2019, the Minister of Education and Culture said that this curriculum program aims to return the national education system to the essence of the law by giving schools, teachers, and students the freedom to learn independently, be innovative and creative. School institutions are given the freedom to interpret the basic competencies of the curriculum and are more flexible in the bureaucratization of education. Referring to the 2003 National Education System Law, article 3 states that "National education functions to develop capabilities and form dignified national character and civilization in the framework of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have good morals noble, healthy, knowledgeable, capable, independent creative and become a democratic and responsible citizen" (Sherly et al., 2020).

The basic of these regulations is very relevant in relation to the independent learning curriculum which presents the character profile of Pancasila students as a dimension of developing the character of Indonesian students. In fact, in detail, based on the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020 to 2024, it states that there are 6 profile characteristics of Pancasila students, namely faith, fear of God Almighty and noble character, global diversity, cooperation, independence, critical reasoning, and creative. These 6 characters traits are sufficient as lifelong students and as needed as students with a global outlook in the 21st century.

Paying attention to the character of the current age profile of teenagers by looking at data from UNICEF regarding bullying in the school environment really needs serious attention because 41% of students aged 15 have at least experienced bullying several times in the past month, both physically, psychologically and in the digital space (UNICEF, 2018). Bullying will have a negative impact in the short and long term (Bowes et al., 2015) on academic achievement. As also revealed by the Program for International Student Assessment (PISA) in 2018 conducting research, it stated that bullying affects a

person's reading performance to be low. The following is data regarding the types of bullying among Indonesian teenagers, (Unicef, 2020).
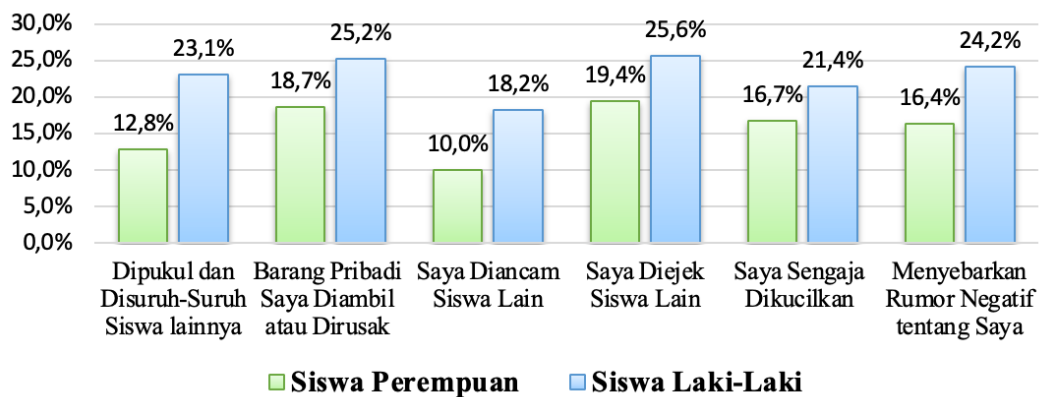
Figures 1. Graph of Types of Bullying Among Middle School Age Students

Permendikbud Number 82 of 2015 concerning the prevention and control of violence in educational units should always be socialized, but sometimes the school is indifferent or does not understand this (Sabaruddin, 2019). Even based on the Central Statistics Agency (BPS) in 2021 there are frequent brawls and fights between students in Indonesia in 118 villages and sub-districts. The first province with the most frequent locations for fights is West Java province with 37 villages (Rizaty, 2021).

Based on two data sources regarding the profiles of students who are close to brawls, violence and bullying between students in their teens (Juliani & Bastian, 2021) we should improve our education world a lot (Setiyaningsih & Wiryanto, 2022). Various types of bullying attitudes and behaviours are very far from the character of Pancasila students. Student identity in adolescence must be coloured with positive activities that build personality because adolescence is a process of change and growth physically, cognitively, psychologically, sociologically (Hasanah & Supardi, 2020). The personality of the Pancasila Student Profile is an example of a character that needs to be realized as a student identity.

In realizing students who are independent in independent learning, of course it can be produced from teacher profiles who have independent expertise in the competence of concocting independent learning. However, teachers who have expertise in learning the independent curriculum are few and relatively low (Silaswati, 2022) unless they only get knowledge from lectures. The lack of training for teachers has resulted in a limited number of independent teachers who are experts in implementing and translating the government curriculum (Iswanto, 2021). This includes reference sources for reading and minimal training for teachers regarding the independent learning curriculum (Hermanto, 2022) causing ongoing learning to be stagnant, monotonous, lacking inspiration and not creative.

An educational process that is happy and provides flexibility in translating the curriculum through optimal cognitive, affective, and psychomotor is

expected to manifest independent learning. Learning in the independent curriculum includes a variety of intra-curricular activities, co-curricular activities that strengthen the character of students, as well as extracurricular activities that accommodate students' talents and interests. So that students feel happy, safe, peaceful like sitting playing in a park.

So, it doesn't wrong if Ki Hajar Dewantara founded a school with the name "Taman Siswa", of course, having far-reaching educational goals and philosophies through the principles of a learning curriculum known as Panca Darma (Yanuarti, 2017). Because one of the driving factors for the birth of an independent curriculum by the Minister of Education and Culture was the result of the process of studying Ki Hajar Dewantara's thoughts (Nurihayanti, 2021). So, the purpose of this research is to examine and describe the implementation of the independent curriculum, especially in the learning process to create students with the character of the Pancasila student profile.

METHODS

This study uses descriptive qualitative, namely, to reveal how independent curriculum is applied in learning to realize the profile of Pancasila students. The place of this research was conducted at SMP Muhammadiyah 8 Bandung City. This institution has implemented independent curriculum and includes Muhammadiyah excellent schools in the city of Bandung. The data collection technique in this study was to analyze the results of interviews, observation results and documentation results and then validated with the concept of independent curriculum theory. The qualitative data analysis procedure using the Miles & Huberman approach begins with data collection, data reduction, data presentation, verification or drawing conclusions

The data sources used as material for this research are interviews with school principals, deputy principals for curriculum, deputy principals for HR, science teachers, cultural arts teachers, STEM teachers and focus group interviews with students. Documents that are data sources include teaching modules, learning outcomes, flow of learning objectives, lesson schedules, activity schedules, student report cards. Apart from that, researchers made observations at the institution.

The data collection technique in this research is by analyzing interview results, observation results and documentation results and then validating them with the concept of independent curriculum theory. Interview techniques were used to collect subjective data related to the implementation of the independent curriculum and the profile of Pancasila students. The resource persons who will be interviewed are the principal of SMP 8 Muhammadiyah Bandung, deputy principal for curriculum, deputy principal for HR, science teachers, arts and culture teachers, STEM teachers and focus group interviews on students with semi-structured questions.

Observations were carried out to observe students' behavioral attitudes and learning activities within the scope of the independent curriculum. The learning processes observed included science, cultural arts, STEM, and

extracurricular activities.

Documentation is the process of recording events that have occurred, and documents can take various forms such as writing, drawings, or monumental works created by individuals. This documentation technique is used to collect information data from the planning, organizing, implementing, and monitoring stages, all of which contribute to realizing the Pancasila Student Profile.

Research questions cover the following aspects of planning, organizing, actuating, and controlling as follows 1) How does school management plan to implement the independent curriculum at SMP Muhammadiyah 8 Bandung? 2) How is school management organized in implementing the independent curriculum at SMP Muhammadiyah 8 Bandung? 3) How does the implementation of the independent curriculum in intracurricular, cocurricular and extracurricular learning affect the development of the character of students with the Pancasila Student Profile personality at SMP Muhammadiyah 8 Bandung? 4) How is the implementation of the independent curriculum monitored in realizing the character of the Pancasila Student Profile at SMP Muhammadiyah 8 Bandung?

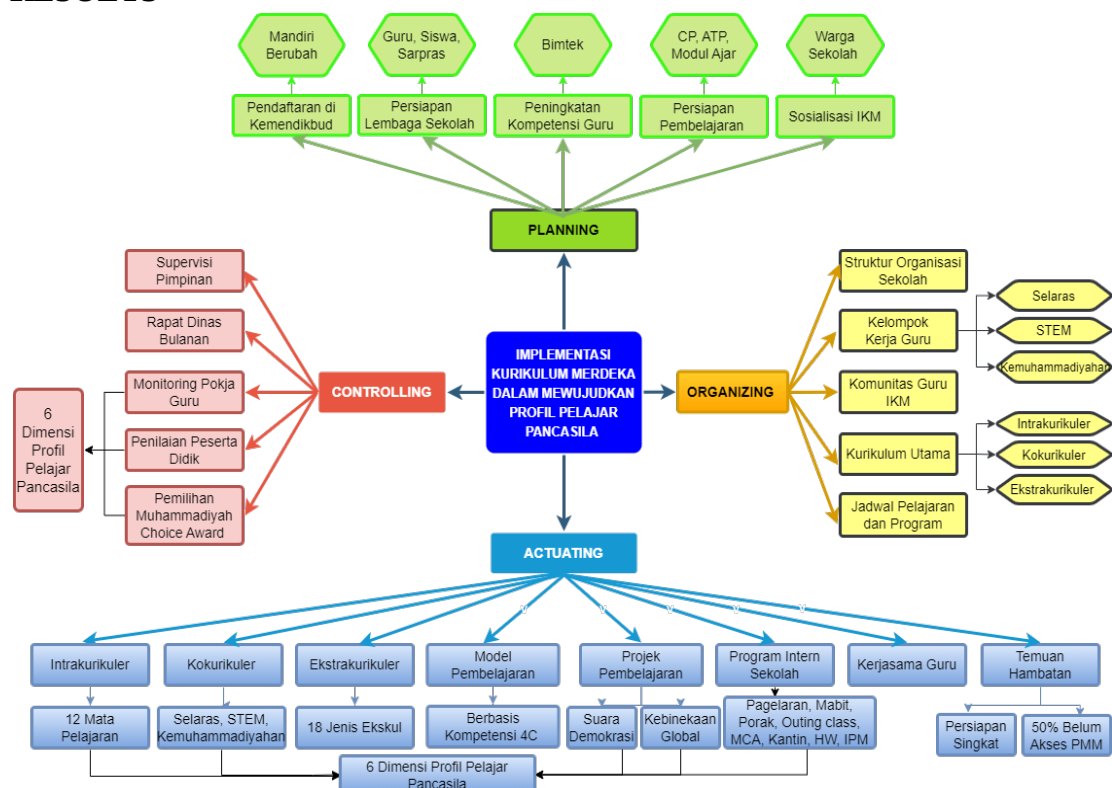## RESULTS AND DISCUSSION

RESULTS

Figure 2. Implementation of Merdeka Curriculum Diagram

Based on data analysis at SMP Muhammadiyah 8 Bandung in implementing the merdeka curriculum to realize the Pancasila Student Profile which includes 4

management components namely planning, organizing, actuating, and controlling.

Planning the Implementation of Merdeka Curriculum
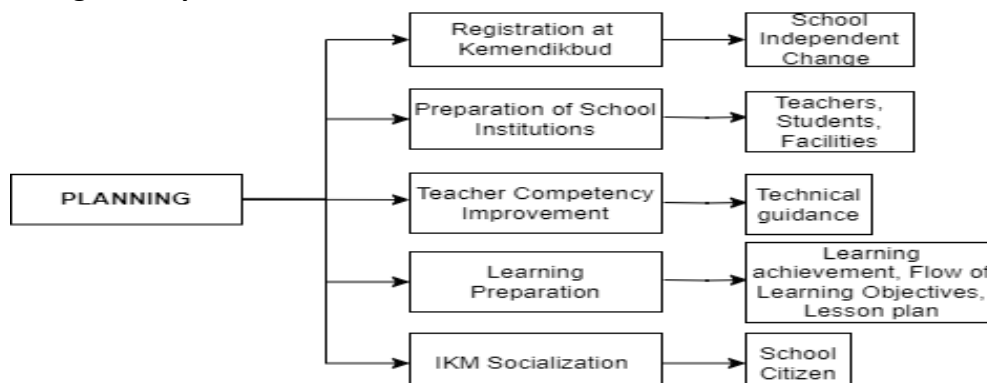
Figure 3. Planning the implementation of Merdeka Curriculum

Within the scope of educational management, planning is the first stage that must be considered and carried out carefully so that educational goals can be achieved optimally. Failed planning means planning for failure, whereas successful planning means planning for success. How important planning is because this is the first step that will determine the direction of the next goal.

Management planning in implementing the Merdeka Curriculum at SMP Muhammadiyah 8 Bandung runs sequentially starting from registration on the Ministry of Education and Culture channels, preparation of school institutions, increasing teacher competency, learning preparation and socialization of IKM to the school community. This planning is carried out in a fairly short time before learning for the new school year begins so that strategic planning is needed that is directly applicable in implementing Independent Curriculum learning. Planning must be in accordance with the intended educational goals so that planning can be structured effectively and efficiently.

In the IKM planning based on registration at the Ministry of Education and Culture, SMP Muhammadiyah 8 Bandung was selected as a changing independent school. Based on the attachment to the circular letter from the Head of the Educational Standards, Curriculum and Assessment Agency Number 2774/H.H1/KR.00.01/2022, the Independent Change category means that educational units starting in the 2022/2023 academic year will implement an independent curriculum, using teaching tools provided by PMM (Platform Merdeka Mengajar) in accordance with the education unit level, namely teaching tools for class 7 at the junior high school level (Alimuddin, 2023). After registering as an Independent School for Change, the school institution makes preparations such as assigning teachers for grade 7, number of student groups, as well as the availability of infrastructure, especially for the new school year in grade 7.

The Merdeka Curriculum is the newest curriculum which is being implemented in stages after Covid-19, so teachers must first understand the curriculum before implementing it in teaching and learning activities in schools.

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So the school's next step in the planning stage is to increase teacher competency understanding of Independent Curriculum. Teachers are required to understand the theoretical, philosophical and pedagogical practices of the Independent Curriculum so that they can implement teaching and learning activities according to procedures, correctly and optimally. The government facilitates school principals and teachers who will implement the Independent Curriculum by holding Technical Guidance (Bimtek) training to improve individual competency.

After attending Bimtek, teachers prepare learning for the new academic year, which of course has differences from the previous year or curriculum, such as less or simpler learning content but more depth in understanding and practice. Teachers must also be familiar with new naming terms for administrative purposes. These learning preparations include CP, TP, ATP and Teaching Modules.

Learning Outcomes (CP) are learning competencies that must be achieved by students at each stage of development and in each subject. Learning Objectives (TP) are descriptions of 3 aspects of competency, namely knowledge, skills and attitudes that will be achieved in one, two hours of learning or more. Learning objectives must include student competencies and the main concepts of the subject matter. Learning Objectives Flow (ATP) is a series of learning objectives that are arranged logically and systematically in the learning phase or commonly known as a syllabus. Meanwhile, the Teaching Module is a type of teaching tool as an equivalent to a RPP plus that can be developed by teachers. The criteria that a Teaching Module must have include 1) essential, 2) interesting, challenging and meaningful 3) relevant and contextual, 4) sustainable (Anindito Aditomo, 2022).

As teachers prepare learning administrative materials, the school community also begins to receive information dissemination about Independent Curriculum which will begin to be implemented in the new school year, especially grade 7. The information regarding IKM is disseminated to all school members without exception, including educators and education staff, parents and students. . This is of course intended so that all school members without exception know the direction of educational goals so that they can work together in realizing the success of IKM.

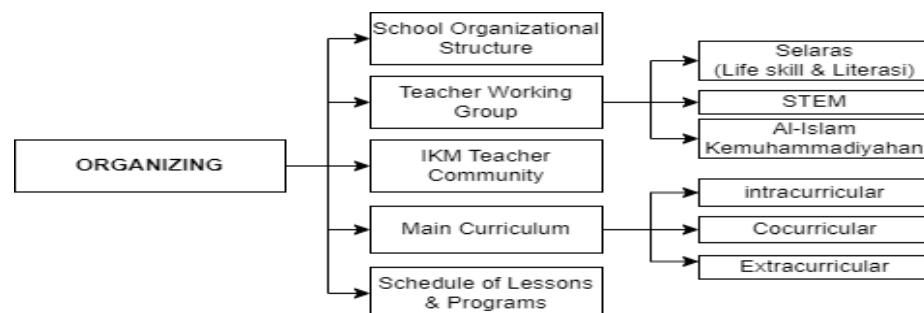**Organizing the Implementation of Merdeka Curriculu**

Figure 4. Organizing the Implementation of Merdeka Curriculum

The organizing stage is the second stage after planning in the scope of management. Organizing is the process of grouping and arranging various activities by placing a group of people in these activities to achieve harmonious goals. Organizing has the function of determining the type of activity, establishing coordination and authority, determining the person responsible for the activity, increasing cooperation and reducing conflict (Angelya et al., 2022; Subekti, 2022).

The organization of the leadership structure at SMP Muhammadiyah 8 Bandung is led by a principal who is appointed by the Bandung City Muhammadiyah Regional Leadership. The leadership of the principal is assisted by 3 Deputy Principals (Wakasek) who have their respective duties and functions. The Deputy Principals are Deputy Head of Curriculum and Learning, Deputy Head of Human Resources and Infrastructure, Deputy Head of Public Relations and Extracurricular. The principal answered about organization of the school.

"In this case, the school forms a team or Pokja teachers (working group), this Pokja is under the coordination of the Deputy Principal of Curriculum and the Deputy Principal of Student Affairs. So, the existence of this Working Group can help the smooth running of intra-curricular, co-curricular and extra-curricular activities"

To optimize teachers' work functions, school leaders formed several teacher Working Group units (Pokja) which were divided into 3 Working Groups with various activity tasks. First; Pokja Selaras (Friendly, Peaceful and Integrity School), namely the Working Group which has duties and responsibilities in developing life skills, character development and literacy. Second, Al-Islam Kemuhammadiyahan Working Group which has duties and responsibilities in developing faith, religious and social practices. Third; The Science, Technology, Engineering and Mathematics (STEM) Working Group has the function and responsibility of developing literacy-numeracy competencies and competencies for various kinds of STEM-related projects.

Apart from these 3 teachers working groups, school leaders also group all 7th grade teachers as a group of IKM learning teachers. In practice, grade 7 teachers need a lot of communication, coordination, and collaboration because during the implementation of learning, when they don't understand what in the fact, they are just realizing IKM, the teachers can connect with each other to discuss.

In relation to organizing the school curriculum, SMP Muhammadiyah 8 implements three main curriculum which are the strength of competency and potential based learning. The curriculum is the intracurricular curriculum, co-curricular curriculum, and extracurricular curriculum. Based on Minister of Education and Culture Regulation Number 23 of 2017 concerning School Days Article 5 Paragraph (1) that school activities in 5 days include 3 activities, namely intracurricular, cocurricular and extracurricular (Muslim, 2021). Intracurricular Curriculum is teaching and learning activities that are scheduled and structured

in accordance with the implemented curriculum. The co-curricular curriculum is an activity that aims to increase deepening, appreciation and enrichment regarding the material that has been studied in the Intra-curricular curriculum. Meanwhile, the extracurricular curriculum is an activity carried out outside class hours with the aim of increasing the potential, talents and interests of each individual student to become superior human resources (Shilviana & Hamami, 2020).

Organizing related lesson schedules and activity programs such as the intracurricular curriculum in each subject, 20% is taken specifically for the Strengthening Pancasila Student Profile (P5) Project activities. Meanwhile, the activity program formulated for P5 includes the election of class president, IPM election, Super Camp and School Performance.

Actuating the Implementation of Merdeka Curriculum in Realizing Pancasila Student Profiles
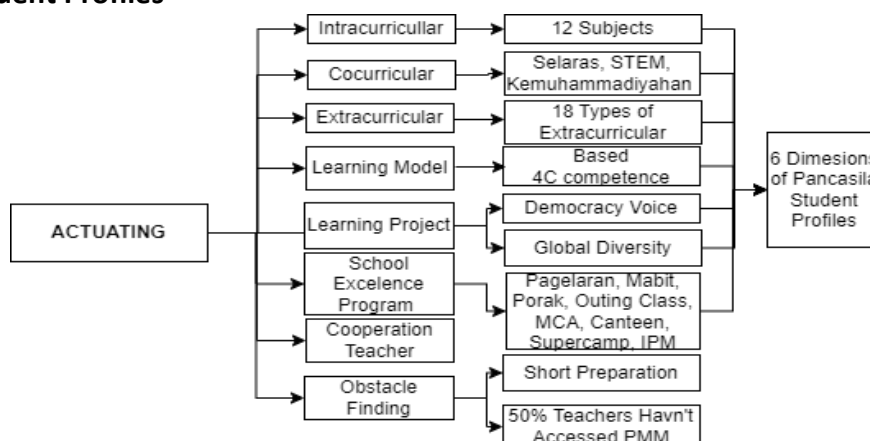
Figure 4. Actuating the Implementation of Merdeka Curriculum in Realizing Pancasila Student Profiles

The third stage in management is implementation (actuating). The implementation of independent curriculum at SMP Muhammadiyah 8 Bandung is realized through 2 curriculum implementation strategies, namely learning strategies regarding the progress of the teaching, and learning process which is implemented to achieve students with the characteristics of the Pancasila Student Profile. The second strategy concerns routine monthly or annual activity programs to support students with the character of the Pancasila Student Profile. The implementation of these two strategies is interrelated, mutually reinforcing and has the same function in achieving the goal of creating students with the characteristics of the Pancasila Student Profile.

Muhammadiyah 8 Middle School implements three main curricula which are the strength of competency and potential based learning. The curriculum is the intracurricular curriculum, co-curricular curriculum, and extracurricular curriculum. Based on Minister of Education and Culture Regulation Number 23 of 2017 concerning School Days Article 5 Paragraph (1) that school activities in 5 days include 3 activities, namely intracurricular, cocurricular and extracurricular (Muslim, 2021).

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Intracurricular Curriculum is teaching and learning activities that are scheduled and structured in accordance with the implemented curriculum. The co-curricular curriculum is an activity that aims to increase deepening, appreciation and enrichment regarding the material that has been studied in the Intra-curricular curriculum. Meanwhile, the extracurricular curriculum is an activity carried out outside class hours with the aim of increasing the potential, talents and interests of each individual student to become superior human resources (Shilviana & Hamami, 2020).

The next learning is extracurricular, which is additional activities outside of mandatory lesson hours which are carried out at school and outside school. Usually, this activity is carried out outside the school if there are no facilities available inside the school, for example extracurricular swimming which requires swimming pool facilities. Extracurricular activities aim to develop students' talents, interests and potential and even achieve achievements in participating in various competitions and championships. This is the highest actualization of the concept of students' primary needs (Taormina & Gao, 2013; Wahba & Bridwell, 1976).

Learning that is no less important is co-curricular, namely learning that functions to strengthen, deepen and enrich the learning that has been learned in extra-curricular activities. So, this intracurricular focuses more on strengthening the character of students. In co-curricular learning there are 3 areas of learning which are the focus and are the characteristics of Muhammadiyah 8 Bandung Middle School. The first is Al-Islam Kemuhammadiyahan, the second is Selaras which is an acronym for Friendly, Peaceful and Integrity Schools. This learning area focuses on character development and literacy.

The scope of co-curricular activities in the Selaras field includes life skills such as cooking, washing, telling stories and collaborative tasks. Literacy activities include reading, writing, presentations, including peace generation activities, namely instilling the 12 spirits of peace through literacy. So that students are expected to have no victims or perpetrators of bullying in the school environment. The third co-curricular learning area is Science, Technology, Engineering and Mathematics (STEM). This STEM activity program aims to improve literacy

and numeracy skills through STEM projects so that they are expected to be able to compete in the era of the industrial revolution. Examples of projects that are practiced in STEM include water rockets, construction of towers or bridges from paper, earthquake-resistant construction, solar-powered cars.

To achieve the meaning of independent learning in the teaching and learning process, a learning model that is integrated with character attitudes is needed. Appropriate learning models that can ignite student character include discovery/inquiry learning, project-based learning, and problem-based learning. These three learning models are known as manifestations of higher order thinking skills (HOTS). The learning model is very important in forming the character of students. If the character attitude learning model is integrated with

learning material, character formation, including the Pancasila Student Profile, will be realized and vice versa (Barus, 2019).

Apart from learning, the implementation of independent curriculum in realizing the Pancasila student profile is also realized through various superior programs such as Pagelaran, Mabit, Porak, Outdoor classroom, integrity canteen, HW super camp, IPM organization that can strengthen the six-dimensional character of the Pancasila student profiles. So, based on the implementation of learning and activity programs, the character of the Pancasila Student Profile can continue to be developed. The vice principle explained about some programs.

"There are many programs that really support the development of the character profile of Pancasila students, for example school performances in presenting learning projects, mabit i'tikaf, there is an integrity canteen, Hizbul Wathan supercamp, hmm MCA (Muhammadiyah Choice Award Antapani) and IPM activities that can realize and support the profile Pancasila students. "In the MCA there is a selection of student categories such as the most disciplined, the most creative, the best photographer and others."

The following is an example of a table of positive impacts from implementing learning and activity programs in realizing the Pancasila Student Profile at SMP Muhammadiyah 8 Bandung.

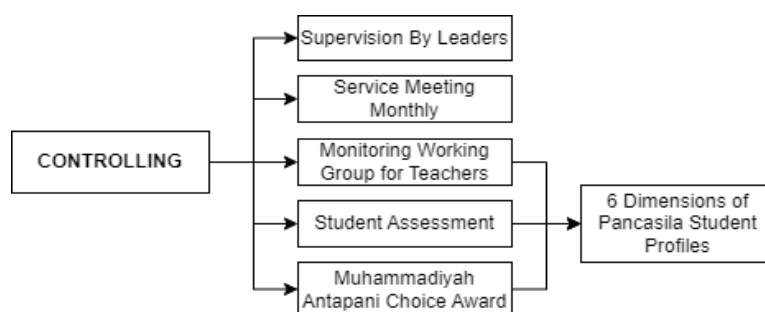Table 1. Pancasila Student Profiles Through Learning Strategies

No	Learning Strategies	Learning Model	6 Pancasila Student Profiles
1	Intracurricullar (IPA)	Discovery learning, Project base learning	Critical thinking, creative, mutual collaboration
2	Extracurricular (Futsal)	Practical learning	Independent, mutual collaboration
3	Cocurricular (STEM)	Discovery learning, project base learning	Critical thinking, creative, independent, mutual collaboration

Table 2. Pancasila Student Profiles Through Program Strategies

No	Learning Strategies	Learning Model	6 Pancasila Student Profiles
1	Pagelaran sekolah	Presenting project learning outcomes	Global diversity, critical thinking, creative, cooperation
2	Porak	Sports match	independent, cooperation, empathy
3	Mabit	I'tikaf in the school mosque	Have faith in God, independent
4	Kantin Integritas	Buying without a waiter	Have faith in God, independent, empathy
5	Outdoor Classroom	Visitation to certain places or cultures	Have faith in God, independent, critical thinking, global diversity

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6	Muhammadiyah Choice Award	Giving award to special student profiles	Have faith in God, independent, critical thinking, creative, cooperation, empathy
7	Super Camp HW	Scouting Camp of HW	Have faith in God, independent, cooperation
8	IPM	Captain of class election, filantrofi	Global diversity, cooperation, empathy

Controlling the Implementation of Merdeka Curriculum in Realizing Pancasila Student Profiles

Figure 5. Controlling the Implementation of Merdeka Curriculum in Realizing Pancasila Student Profiles

The fourth stage in the scope of management is supervision. The monitoring stage is an important part in maintaining and ensuring that the implementation of IKM runs in accordance with the planned goals and targets, including realizing the Pancasila student profile. Supervision is carried out by leaders both external to the school such as supervisors from the Education Service who come once a month or two and internally by the school principal. Supervision from the school principal routinely carries out Monthly Service Meetings which are held at the end or beginning of each month. This activity is a form of coordinating reporting and evaluation regarding learning activities and programs carried out one month previously as well as planning and implementation one month later. Apart from the Monthly Service Meeting, the Principal's supervision is to supervise each teacher and class every semester.

The Principal's supervision through class supervision and Monthly Service Meetings is of course carried out regularly. As previously explained, the Principal organizes teachers through the Working Group, so his supervision is sometimes more intense and incidental as needed. The principal monitors the teacher working group regarding learning, activity programs and student development.

The teacher's further supervision of students is carried out through cognitive assessments and attitude observations during learning and in activity programs. Each teacher carries out supervision, evaluation and assessment at the end of the semester in the form of a P5 report card or overall learning results report. Apart from that, through the Muhammadiyah Choice Award (MCA) activities, supervision is not only carried out by teachers on students but also

includes supervision by peers. Because in the process of student candidates being selected by the teacher, students participate and are involved in the selection process through majority voting.

Discussion

The implementation of independent curriculum certainly has goals and positive impacts to be achieved. If the process in implementing independent curriculum is independent learning that is centered on students, then the final impact of the independent curriculum is how to create students who have the 6 dimensions of the Pancasila Student Profile. For the success of the 6 dimensions of the Pancasila Student Profile, through the implementation of learning and activity programs containing character attitudes (Kemendikbudristek, 2022). This includes school management's contributive efforts in conditioning character development for students (Oktavian & Hasanah, 2021).

In previous research, Nurihayati and Nurhayati revealed that the success of realizing the Pancasila Student Profile was largely determined by the teacher's role in realizing a learning model that was centered on students, learning that liberated thinking as stated by Ki Hajar Dewantara (Nurhayati et al., 2022; Nurihayanti, 2021). So this research further strengthens and emphasizes the learning model that can be realized, namely based on HOTS and 4C competencies. Apart from that, Irawati's research explains that the realization of the Pancasila Student Profile is the impact of project-based learning, especially in a more flexible co-curricular curriculum (Irawati et al., 2022). So in this research the co-curricular curriculum is a characteristic of the school which includes Al-Islam Kemuhammadiyahan, Selaras and STEM.

So the element of research novelty at SMP Muhammadiyah 8 Bandung in implementing the independent curriculum is implementing a competency and potential based curriculum through 3 core curricula, namely intra-curricular, extra-curricular and co-curricular which are the hallmark of the school including the Islam Kemuhammadiyahan, Selaras and STEM programs. Forming students with the character of a Pancasila Student Profile is carried out through varied learning strategies and superior activity programs. The learning model applied generally relies on the High Order Thinking Skill (HOTS) model and student competencies in the 21st century, namely critical thinking, creative thinking and problem solving, communication and collaboration (4C) which are in line with the dimensions of the Pancasila Student Profile. Through the implementation of learning and activity programs, students' attitudes and character continue to be developed so that all dimensions of the Pancasila Student Profile can be realized optimally.
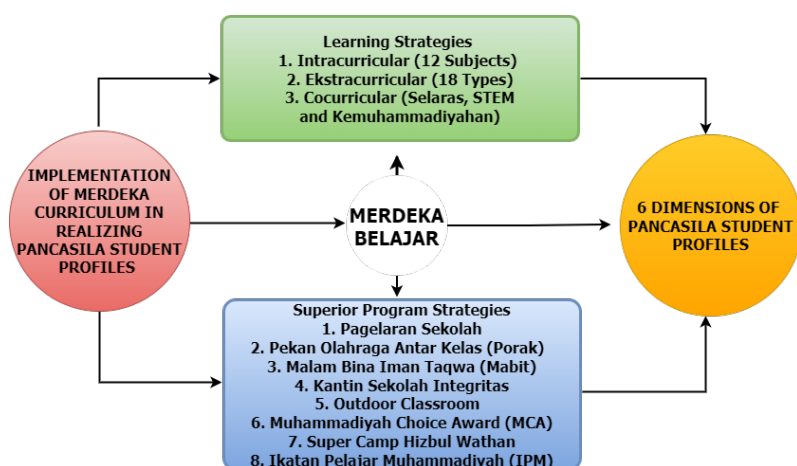
Figure 6. Concept map of the novelty of research findings

CONCLUSION

Implementation of the Merdeka curriculum in realizing the profile of Pancasila students at SMP Muhammadiyah 8 Bandung which is included in the Independent Schools Change category. Realizing the curriculum includes management components, namely planning, organizing, actuating and controlling. Planning for the implementation of independent curriculum begins with the registration process and being selected as an independent school to change, carrying out technical guidance, preparing from the results of training such as preparing Learning Outcomes (CP), Flow of Learning Objectives (ATP), teaching modules and conducting outreach to all school members about the independent curriculum that will be implemented.

The organization of school management in implementing independent curriculum for leaders has a principal structure assisted by 3 deputy principals. For teachers, there is a Teacher Working Group (whose duties are in accordance with their respective functions and objectives, both learning and activity programs, namely the Al-Islam Kemuhammadiyahan Pokja, Selaras Pokja (life skills and literacy), and STEM Pokja.

Implementing the independent curriculum in realizing the Pancasila student profile, the school applies two implementation strategies, namely learning and activity programs. In implementing learning, teachers apply a learning model based on High Order Thinking Skill (HOTS) through Inquiry or discovery learning, problem-based learning, and project-based learning as well as student competencies in the 21st century, namely critical thinking, creative thinking and problem solving, communication and collaboration (4C) which is in line with the objectives of the Pancasila Student Profile dimensions. This learning model, both intracurricular and extracurricular, is more clearly visible in learning such as science, arts, and culture, and 3 co-curricular learning, namely Kemuhammadiyahan, Selaras (life skills and literacy), and STEM which are the hallmarks of the school. So that the learning process can be seen to be student-

centered and aimed at character development in the 6 dimensions of the Pancasila Student Profiles.

Controlling in the implementation of independent curriculum in realizing the Pancasila Student Profile is divided into 2 subjects, namely teachers and students. For teachers, there is regularly scheduled supervision carried out by school leaders, be it class supervision, monthly service meetings or monitoring of Working Groups. Meanwhile, for students, monitoring of character development is carried out by teachers through direct observation in learning, final assessment of report cards or also in achieving achievements both academic and non-academic.

ACKNOWLEDGEMENTS

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