



Cultivating Patriotism: Independent Curriculum and Strengthening Pancasila Profile (P5) in Kindergarten

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Abstract

This research aims to understand the presence of the independent curriculum in early childhood education with a specific focus on the correlation between this curriculum and the locally infused P5 program. The study formulates research objectives centered on planning P5 programs themed around local wisdom, implementing these programs, and evaluating their effectiveness. Employing a qualitative approach with a descriptive method, data collection methods include observation, interviews, and documentation. The research findings emphasize the essential role of the P5 program within the independent curriculum. This program successfully enriches students' knowledge and understanding of local wisdom, suggesting a need for further integration of local wisdom elements into the independent curriculum at the early childhood education level. It is crucial to enhance parental involvement in the implementation of the P5 program. Additionally, developing more holistic evaluation strategies is recommended to measure the long-term impact of the independent curriculum and the P5 program on the overall development of students.

Keywords: Independent Curriculum, P5 Program, Local Wisdom, Early Childhood Education

Abstrak

Penelitian ini bertujuan untuk memahami keberadaan kurikulum merdeka dalam pendidikan anak usia dini dengan fokus khusus pada korelasi antara kurikulum ini dan program P5 yang memuat muatan kearifan lokal. Penelitian merumuskan tujuan penelitian terkait perencanaan program P5 bertema kearifan lokal, implementasi program tersebut, dan evaluasi efektivitasnya. Dengan menggunakan pendekatan kualitatif dan metode deskriptif, metode pengumpulan data melibatkan observasi, wawancara, dan dokumentasi. Hasil penelitian menegaskan bahwa program P5 dalam kurikulum merdeka memiliki peran esensial. Program ini berhasil memperkaya pengetahuan dan pemahaman peserta didik terhadap kearifan lokal, sehingga dapat perlu untuk lebih mengintegrasikan elemen-elemen kearifan lokal ke dalam kurikulum merdeka pada tingkat pendidikan anak usia dini. Peningkatan pelibatan orang tua dalam implementasi program P5, serta mengembangkan strategi evaluasi yang lebih holistik untuk mengukur dampak jangka panjang dari kurikulum merdeka dan program P5 ini terhadap perkembangan peserta didik..

Kata Kunci: Kurikulum Merdeka, Program P5, Kearifan Lokal, Pendidikan Anak Usia Dini

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INTRODUCTION

The independent curriculum is a concept and transformation for the face of Indonesian education, aiming to produce a superior generation in the future (Jannah & Rasyid, 2023; Nisak et al., 2022; Nuha & Munawaroh, 2022). Essential to this curriculum is its emphasis on fostering a self-image as a Pancasila learner, allowing students to choose their preferred learning activities (Kosasih, 2014; Ngaisah et al., 2023; Priyanti & Warmansyah, 2021; Saihu, 2022). The curriculum promotes "freedom in learning and teacher as motivator," featuring five designs, including giving schools the authority over the National Exam (USBN), replacing the National Exam with Minimum Competency Assessment and Character Survey, simplifying lesson plans (RPP) to one sheet, and implementing a zoning system for school enrollment (Thondhlana et al., 2022; Warmansyah et al., 2022).

Education Minister Nadiem Makarim explains that the independent curriculum aims to create innovative learning and enhance happiness in students, prioritizing a joyful learning experience over strict achievement goals (Authar et al., 2021; Fahira et al., 2023). The curriculum places a significant focus on character education to shape morally upright and excellent future generations (Takwil, 2020).

In the context of early childhood education, the concept of "freedom in learning" aligns with play-based methods favored by children (Elok Endang Rasmani et al., 2023). The curriculum's motto, "freedom in learning and teacher as motivator," is embodied in the Pancasila Strengthening Student Profile Project (P5), emphasizing faith in God, global diversity, mutual cooperation, creativity, critical thinking, and independence (Mahrizah et al., 2023; Nilasari, 2020; Rahmasari et al., 2022; Warmansyah, 2023). P5 is a cross-disciplinary project, encouraging students to observe and address real-life issues, fostering character development and learning from their environment (Jojor & Sihotang, 2022).

The implementation of P5 in early childhood education is guided by the Ministry of Education and Culture's regulation, emphasizing the importance of active student engagement, independence, and self-directed learning (Gusti et al., 2022). P5 becomes a vital stimulus for students to love their homeland and develop a sense of caring, sacrificing, and dedication for the nation's integrity and unity (Sudaryanto et al., 2020).

To instill love for the homeland, students need to be introduced to their own culture and heritage, helping them appreciate and preserve the nation's arts and traditions (Wisnarni, 2017). In the face of modernization and foreign influences, nurturing a love for the homeland becomes crucial for preserving national identity (Fadlillah et al., 2022).

In conclusion, integrating local wisdom into early childhood education addresses the issue of a lack of love for the homeland, especially among young children (Kurniati et al., 2020). Local wisdom serves as a guide for practicing noble values and maintaining a balanced and harmonious life. Introducing local wisdom at an early age

helps children connect with their cultural roots, fostering a sense of pride and love for their heritage (Samsir et al., 2022). Therefore, education based on local wisdom is appropriate for preserving and passing on these values to future generations (Prahesti & Fauziah, 2021). Early childhood education plays a significant role in the preservation of local wisdom, making it an essential part of the curriculum (Istiawati, 2016). The curriculum includes various aspects of local wisdom, such as regional songs, traditional clothing, local cuisine, regional languages, traditional arts, and traditional games (Ardy Wiyani, 2022).

This research aims to investigate the impact and effectiveness of implementing the independent curriculum, particularly the P5 program, in shaping character and enhancing the understanding and appreciation of local wisdom among early childhood students at TK Negeri Pembina Ciawi Gebang, Kuningan District. The research objectives involve exploring the planning, implementation, and evaluation aspects of the P5 program, focusing on how the independent curriculum contributes positively to children's character development and nurtures an appreciation for local values.

METHODS

This research adopts a qualitative approach, prioritizing an in-depth understanding of the phenomenon of local wisdom learning in early childhood education. Using a descriptive method, the study aims to provide a detailed overview of the implementation of learning at TK Negeri Pembina Ciawigebang, Kuningan District. The research location was chosen based on the curriculum merdeka policy and the application of local wisdom learning in the school, with the primary informants being the school principal and teachers.

Data collection involves observation, interviews, and documentation. Observation is conducted to evaluate the activities of students in instilling love for the homeland through local wisdom. Interviews with teachers and the school principal provide subjective insights into the planning, implementation, and evaluation of learning. Supporting data are obtained through documentation, including learning materials, planning, and evaluations.

Observation opens direct access to the interaction of students with learning materials, while interviews allow for in-depth investigation into the perspectives of key actors in the school environment. Documentation provides a concrete data foundation that supports the analysis and findings of the research. This combination of methods is expected to provide a holistic understanding of the implementation of local wisdom learning at TK Negeri Pembina Ciawigebang.

Data analysis in this research involves a profound understanding of the results of observation, interviews, and documentary materials. Observation data is used to assess the extent to which students' activities reflect the application of local wisdom and efforts to instill love for the homeland. Interviews with teachers and the school principal are

directed to gain further insights into the planning, implementation, and evaluation of local wisdom learning.

The results of observation are analyzed to identify patterns or trends in students' responses to local wisdom materials. Additionally, interview data is organized and categorized to highlight the views and strategies of teachers in supporting this type of learning. Content analysis is performed on documents related to lesson planning, evaluation, and teaching materials to understand the extent to which the merdeka curriculum is implemented in the context of local wisdom learning.

RESULTS AND DISCUSSION

TK Negeri Pembina Ciawigebang is located in the village of Gresik, Ciawigebang District, Kuningan Regency, West Java. Initially, the school adopted the 2013 curriculum but transitioned to the latest curriculum introduced by the Ministry of Education and Culture in 2022. With the implementation of the merdeka curriculum, the school became a driving force in education, emphasizing a more flexible and learner-centered approach. This shift is particularly relevant to the P5 program, which focuses on strengthening the students' understanding of local wisdom.

In preparation for the implementation of the P5 program, the researcher provided an overview of the local wisdom present in the surrounding environment. Recognizing the characteristics of early childhood, such as high curiosity and rapid growth, the school aimed to create a stimulating and enjoyable learning environment. Acknowledging that children in early childhood education need an environment that fosters creativity, the school employed teaching aids derived from the local environment.

The merdeka curriculum, designed to make learning enjoyable and promote innovative thinking, emphasizes the integration of learning with the surrounding environment. Therefore, education should align with the local context, including customs, traditions, and habits. To achieve this, the researcher, in line with the merdeka curriculum principles, conducted direct observations to familiarize students with local wisdom (Riadi et al., 2023; Wulansari, 2017). This approach aimed to provide students with a firsthand experience of the creation of local wisdom.

The implementation of the Profil Pelajar Pancasila (P5) program focuses on instilling character values and life skills in daily life. The merdeka curriculum advocates project-based learning to achieve the goals set for the P5 program. The researcher not only provided knowledge about local wisdom but also assigned students to understand the process and tools required to create a representative element of local wisdom, such as "jenisa."

Cultivating love for one's homeland through local culture is crucial, and schools play a significant role in developing this sentiment. The merdeka curriculum supports this by incorporating themes related to local wisdom, providing a structured approach to daily learning activities. While local wisdom might not be explicitly stated in the

curriculum, the school and teachers at TK Negeri Pembina Ciawigebang integrate it holistically, ensuring the incorporation of local wisdom into various aspects of learning.

In Kuningan, where the school is located, there are abundant local values related to nature, culture, food, drinks, animals, and traditional games. To introduce these aspects of local wisdom to the students, the researcher conducted direct observations, allowing students to witness local wisdom in action. The school's emphasis on maintaining and integrating local culture aligns with the findings of the research, as it showcases various cultural activities and practices, such as "rebo nyunda" and wearing traditional attire on specific days.

The efforts made by TK Negeri Pembina Ciawigebang to introduce and integrate local wisdom into the merdeka curriculum contribute to creating a learning environment that is enjoyable, culturally rich, and reflective of the surrounding community. The active involvement of students in understanding, appreciating, and reflecting on local wisdom empowers them to embody these values in their daily lives, both within the school and the broader community.

CONCLUSION

Teaching local wisdom values to early childhood is crucial during their golden age, providing essential learning stimuli for future development. These values serve as a medium for developing love for the homeland, emphasizing the understanding and appreciation of local wisdom. The current independent curriculum facilitates the integration of local wisdom teachings. With a focus on creating students with a Pancasila learning profile, the curriculum encourages turning each learning experience into a project. This approach enables children to observe, analyze, think critically and creatively, extracting meaning and benefit from local wisdom values and applying them in their daily lives. TK Negeri Pembina Ciawigebang aligns with this curriculum, implementing procedures and processes to shape students with a Pancasila learning profile in line with independent curriculum concepts.

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