



Merdeka Curriculum in the Formation of Pancasila Learner Profile through Social Studies Learning: A Literature Review

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Abstract

The learning sequence has been altered by Indonesia's Merdeka Curriculum, particularly in terms of fostering the Pancasila Learner Profile's character. Students must develop the character values listed in the Pancasila Learner Profile. Teachers are supposed to mold pupils' character through classroom instruction. One of them is studying social studies. Social studies education examines societal issues so that students can learn how to deal with them. Connecting earlier research from Sinta and Scopus-accredited journals is the aim of the study. Finding, assessing, and interpreting literature created by academics, researchers, and practitioners is accomplished through a systematic literature review, a methodical, topic-focused, and repeatable approach. According to the research's findings, the Merdeka Curriculum needs to be applied as best it can in order for pupils to develop the Pancasila Lesson Profile. Students can comprehend the societal issues that surround them by studying social studies. The goal is for students to be able to think critically, solve difficulties, and help solve real-world societal issues.

Keywords: *Merdeka Curriculum; Pancasila Learner Profile; Social Studies Learning*

Introduction

Education is the most valuable investment for a nation because through education, human resources can be optimally developed. Education not only imparts knowledge but also plays a crucial role in shaping character, developing skills, and fostering critical thinking, all of which are essential for tackling global challenges. A nation with a good education system will be able to produce a smart, innovative and highly competitive generation.

Education serves a crucial function in fostering social and environmental awareness by equipping individuals, through the learning process, with an understanding of various social and environmental challenges present in their surroundings. With the right education, learners can recognize the impact of their actions on society and ecosystems, and understand the importance of collective responsibility in maintaining sustainability.

The integration of the values of caring for others and the environment will be able to foster caring, empathetic, and proactive characters in dealing with social and environmental problems. This makes education the key to creating a generation committed to maintaining social and ecological balance for the sustainability of life together.

Education requires a structured and relevant curriculum to facilitate the learning journey. The curriculum delivers as a framework that determines what to teach, how to teach it, and the goals to be achieved in each stage of education. A good curriculum will ensure that learning materials are tailored to the needs of learners and the times, and are able to shape the skills, knowledge and character needed in real life.

Indonesia in 2022 introduced a new curriculum called the Merdeka Curriculum. The Merdeka Curriculum is a curriculum for reforming the earlier curriculum. Previously there was Curriculum 13 and the Emergency Curriculum when Covid-19 hit Indonesia. The Emergency Curriculum and Curriculum 13 are combined in the Merdeka Curriculum to give educators and educational institutions greater freedom in creating curricula that meet the needs of their students.

Three years after the implementation of the Merdeka Curriculum, it must have gone through various processes. Problems in the curriculum such as adaptation of independent, responsive, and learner-focused learning are very important to fix immediately (Setiolyuliani & Andaryani, 2023). This is due to the need to present learning that is relevant to the times, technology, and the needs of students. A curriculum that lacks adaptability frequently prevents students from realizing their full potential, particularly when it comes to cultivating 21st century abilities like communication, teamwork, creativity, and thinking critically.

Implementing cutting-edge teaching strategies like inquiry-based learning, scientific learning, and discovery learning can be challenging for teachers. Due to limitations including inadequate training, scarce resources, and a packed curriculum, the learning process frequently resorts to conventional approaches. Consequently, it is challenging to adequately accomplish the primary objective of forming the Pancasila Student Profile, which includes environmental and social care aspects.

Therefore, there needs to be a collaborative effort from the government, schools and communities to improve the curriculum and support the implementation of learner-centered learning. This can be done by providing continuous training to teachers, providing adequate supporting facilities and ensuring flexibility in the curriculum to adapt to local needs. In order to build a generation of learners that are superior, self-reliant, and strong character in line with Pancasila goals, this strategy is anticipated to establish a more inclusive and successful learning environment.

The Merdeka Curriculum began to be implemented in the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 12 of 2024 article 31 point a, namely regarding Education Units in early childhood education, primary education levels, and secondary education levels that have not implemented the Merdeka Curriculum can implement the 2013 Curriculum until the 2025/2026 school year and start implementing the Merdeka Curriculum no later than the 2026/2027 school year.

The three main structures in Merdeka Curriculum are learning outcomes, learning content, and learning load, as well as two main learning activities: intracurricular and projects to strengthen the Pancasila Learner Profile (Mendikbudristek, 2022). Intracurricular learning is supposed to be more adaptable to the needs of students, enabling the use of creative approaches that are enjoyable for them. By addressing contextual factors including the environment and cultural diversity, the Pancasila Learner Profile strengthening project seeks to mold students' character in accordance with the principles of Pancasila.

The Merdeka Curriculum is flexible in its design to improve the nation in terms of literacy and numeracy (Priantini et al., 2022). Literacy and numeracy are fundamental things that every learner must have. In an era of rapid development by technology, these basic things are mandatory in order to remain a superior human being so that prosperity can be felt. Thus, the Merdeka Curriculum with the objectives brought can have a good impact on students so that they can excel in the midst of the rapid development of the times.

Excellent human beings are needed in the future. However, superior humans must be balanced with superior character as well. In the Merdeka Curriculum, there is character strengthening through the Pancasila Learner Profile. The Pancasila Learner Profile consists of six dimensions, namely: faith, devotion to God Almighty, and noble character; global diversity; mutual cooperation; independence; critical reasoning; and creativity (Mendikbud, 2020).

Pancasila students are the realization of Indonesian students as lifelong learners who have global competence and behave in accordance with the values of Pancasila, with six main characteristics: faith, fear of God, and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity (Mendikbud, 2020). The Indonesian Minister of Education and Culture's regulation Number 22 of 2022 pertaining to the Ministry of Education and Culture's Strategic Plan for 2020–2024 is in compliance with this description. Students are expected not only to excel in academics but personality is highlighted so that they are equally balanced.

The six elements of the Pancasila learner profile are very important because each dimension serve a vital role in a complete and balanced personality in learners. The dimensions of faith, fear of God Almighty, and noble character help learners to have a strong moral foundation. Meanwhile, the scope of global differences fosters a sense of tolerance and appreciation for differences, both at the national and international levels. Gotong royong teaches learners to work together and build social awareness, while independence encourages them to become resilient and confident individuals. Critical reasoning encourages analytical and reasoning skills, and innovativeness fosters innovation and smart thinking.

The Pancasila Learner Profile is integrated in every subject. One of them is the social studies subject. The Pancasila learner profile is one way to shape the character of students (Salma et al., 2024). The development of students' moral character can be accomplished more comprehensively and successfully by including the Pancasila Learner Profile principles into the curriculum. Values like gotong royong, independence, tolerance, and social concern are ingrained in every topic and are inextricably linked to academic achievement. This method guarantees that education focuses not just on content mastery but also on shaping students into a morally upright generation prepared to take on the world's challenges.

Social Studies is one of the subjects in Indonesia that presents integrated subject matter, where concepts from history, geography, sociology, anthropology, and economics have been simplified and organized systematically (Nurazijah et al., 2023). This subject seeks to offer learners with a comprehensive perception of human interaction with the natural and social surroundings, as well as equip them with relevant skills to understand and adapt to the dynamics of social life, both locally, nationally, and internationally. In order to be able to actively participate in social life and deal with current social issues, social studies also helps students improve their critical and analytical thinking skills as well as their understanding of various facets of culture and society.

The study of social interactions between people, society, and culture as well as people as social beings is the focus of social studies education. Forming students into decent and responsible members of society and preparing them to actively participate in social and political life are the goals of social studies education (Turnip et al., 2023). Through these objectives, it is expected that Indonesian people who have learned about social studies can be wiser in acting and thinking, because in social studies all aspects must be considered in order to avoid loss or minimize loss.

Research Method

The study employed a narrative review methodology in conjunction with a literature review research type. A systematic, topic-focused, and repeatable approach to finding, assessing, and interpreting literature created by academics, researchers, and practitioners is what Lambert CI & Lambert V define as a literature review. According to Cooper et al, literature review has the aim of critically analyzing and assessing existing literature, not just making conclusions or comparing with each other (Irwansyah, 2023).

Literature studies complement existing research. According to Grant & Booth, the advantages of literature review are to review previous research so that it is possible to combine, continue, and add to previous research, avoid repeating existing research, and identify omissions and shortcomings in previous studies (Irwansyah, 2023). In addition, literature reviews help provide a strong theoretical foundation for the research being conducted, identify trends, patterns, or gaps in a particular field, and offer insights to determine a more specific research direction or focus. Thus, literature reviews not only support the academic validity of the research but also contribute to the development of science in a more systematic way.

The stages in the literature study according to Shah et al, namely the first to read and record the literature review by assessing the strengths and weaknesses of the research work. Second, writing a summary of the previously reviewed literature review. Third, organizing the literature review. Fourth, using a synthesis matrix. And the last is writing a literature review that allows for exploration, analysis, and creating new ideas on existing work (Irwansyah, 2023).

This research discusses the implementation of Merdeka Curriculum in the formation of the Pancasila Student Profile through social studies learning by analyzing previous journals. The journal used in this research is the Sinta and Scopus indexed journal . Varied analysis produces a novelty in research with this title.

Table 1. Article Search Keywords

Database	Keywords
Scopus	Merdeka Curriculum Pancasila Student Profile Social Studies Learning
Google Scholar	Merdeka Curriculum Profile of Pancasila Students Social studies learning

Table 2. Inclusion and Exclusion Criteria

Inclusion	Exclusion
Research Paper Articles published 2020-2024 Papers concerning the implementation of the Merdeka Curriculum in shaping the Pancasila Student Profile in Social Studies learning	Book, book chapter, proceedings Articles published before 2020 Articles unrelated to the implementation of the Merdeka Curriculum in shaping the Pancasila Student Profile in Social Studies learning

Table 3. Article Mapping

No.	Author & Year	Title	Publication	Accredited
1.	(Supianto et al., 2024)	Exploring Teacher Acceptance of the Merdeka Curriculum in Indonesia: A Diffusion of Innovation Analysis	Multidisciplinary Science Journal	Q4
2.	(Saa, 2024)	Merdeka Curriculum: Adaptation of Indonesian Education Policy in the Digital Era and Global Challenges	Revista de Gestao Social e Ambiental	Q3
3.	(Rahmah et al., 2024)	Navigating the Curriculum Landscape: The Impact of Curriculum 2013 and Merdeka Curriculum on Teachers' and Students' Learning Outcomes in Indonesia	Journal of Ecohumanism	Q2
4.	(Jasiah et al., 2024)	Islamic Teachers' Implementation of the Merdeka Curriculum in Senior High Schools: A Systematic Review	International Journal of Learning, Teaching and Educational Research	Q2
5.	(Halim et al., 2024)	A study on how the Merdeka curriculum promotes multilingualism in Indonesian ELT classrooms	XLinguae	Q2
6.	(Munir et al., 2024)	Managing Critical Thinking Skills to Resilience Profile of Pancasila Students in Indonesia Using Controversial Public Issues Model	Revista de Gestao Social e Ambiental	Q3
7.	Revista de Gestao Social e Ambiental	The effect of utilizing Betawi local food in the implementation of Pancasila student profile strengthening project on increasing ecoliteracy of elementary school students.	Kasetsart Journal of Social Sciences	Q3
8.	(Widana et al., 2023)	The special education teachers' ability to develop an integrated learning evaluation of Pancasila student profiles based on local wisdom for special needs students in Indonesia.	Kasetsart Journal of Social Sciences	Q3
9.	(Wulandari et al., 2023)	Development of learning models for inculcating Pancasila values	International Journal of Evaluation and Research in Education	Q3
10.	(Susiani et al., 2022)	Student Motivation and Independent Learning in Social Studies, English, and Math: The Impact of the Classroom Environment	International Journal of Innovative Research and Scientific Studies	Q3
11.	(Budiamai et al., 2021)	Learning Design on Social Studies Through Digital Book in Senior High School	International Journal of Interactive Mobile Technologies	Q3
12.	(Fauziah et al., 2023)	Implementation of Local Wisdom-Based Indonesian Learning to Strengthen Pancasila Student Profiles (P5): Case Studies in Vocational High Schools	Journal of Curriculum and Teaching	Q4
13.	(Rachman et al., 2024)	The development and validation of the "Pancasila Student Profile Strengthening Project Theme Questionnaire" (KT P5): A new tool for strengthening the Pancasila Student Profile in Indonesian pioneer schools.	Heliyon	Q1
14.	(Rusilowati et al., 2024)	Child-Friendly School and Its Relationship with The Merdeka Curriculum in Forming The Students' Character Through Science Learning	Indonesian Journal of Science Education	Sinta 1

15.	(Sudrajat et al., 2024)	Inculcating Honesty Values in Boarding School: A Study in Muhammadiyah Boarding School Yogyakarta	<i>AL-ISHLAH: Journal of Education</i>	Sinta 2
16.	(Thaha & Rustan, 2021)	Development of Deradicalization Integrated Islamic Education Support Books	<i>Iqra Journal</i> ": Studies in Education	Sinta 2
17.	(Pratikno et al., 2022)	Human Resource 'Merdeka Curriculum' from Design to Implementation in the School: What Worked and What not in Indonesian Education	<i>Iqra' Journal: Studies in Education</i>	Sinta 2
18.	(Chairiyani et al., 2023)	Implementation of Blended Learning Model in Pancasila Education Courses at Education University of Indonesia	<i>Iqra' Journal: Studies in Education</i>	Sinta 2
19.	(Hidayat et al., 2023)	Relationship Analysis and the Enhancement of Student Social Intelligence in Problem-Based Social Science Learning	<i>Iqra' Journal: Studies in Education</i>	Sinta 2
20.	(Wibowo et al., 2023)	The Use of Nasi Pelleng Local Wisdom as Social Science Teaching Material	<i>Iqra' Journal: Studies in Education</i>	Sinta 2
21.	(Susilawati et al., 2021)	Internalization of Pancasila Values in Learning through the Application of the Pancasila Student Profile Assisted by Merdeka Mengajar Platform	<i>Teknodik Journal</i>	Sinta 3
22.	(Nugraha, 2022)	Merdeka Curriculum for Learning Crisis Recovery	<i>Curriculum Innovation</i>	Sinta 3
23.	(Widiastuti et al., 2022)	Creative Pedagogy in Social Studies Learning: A Study at SMP Negeri 2 Pandak Bantul Yogyakarta	<i>WUNY Scientific Journal</i>	Sinta 3
24.	(Rahayu et al., 2023)	Pancasila Student Profile as an Effort in Shaping the Character of Global Society	<i>Visipena</i>	Sinta 3
25.	(Asep et al., 2024)	Implementation of Merdeka Curriculum in Social Studies Learning in Indonesia: A Systematic Review	<i>PIPSI Journal</i>	Sinta 3
26.	(Turnip et al., 2023)	Character Values in Social Studies Learning in the Merdeka Curriculum in Junior High Schools	<i>Swordsman: Journal of Character Education</i>	Sinta 4
27.	(Priantini et al., 2022)	Analysis of the Merdeka Curriculum and Independent Learning Platform to Realize Quality Education	<i>Journal of Quality Assurance</i>	Sinta 4
28.	(Salma et al., 2024)	Analysis of the Implementation of Social Studies Learning in Planting Pancasila Student Profile Elements Material: Problems of Socio-Cultural Life at SMP Negeri 30 Surabaya	<i>Tambusai Journal of Education</i>	Sinta 5
29.	(Nurazijah et al., 2023)	A Differentiated Approach to Social Studies Learning as a Form of Internalizing the Concept of Independent Learning	<i>Journal on Education</i>	Sinta 5
30.	(Wahyuni, 2022)	Merdeka Curriculum to Improve Learning Quality	<i>Journal of Education and Counseling</i>	Sinta 5
31.	(Sulistyosari et al., 2022)	Implementation of Differentiated Social Studies Learning in Merdeka Belajar Curriculum	<i>Harmony: Journal of Social Studies and Civics Learning</i>	Sinta 6

Results and Discussion

Results

A. Merdeka Curriculum

Merdeka Curriculum is the latest curriculum that needs to be continuously evaluated. Behind its shortcomings and advantages, the objectives of the Merdeka Curriculum are very relevant to be implemented in educational institutions. The Merdeka Curriculum has a balanced goal between academics and character which is very much needed for the future. Although it still has many difficulties when putting the Merdeka Curriculum into practice, it is actually a good curriculum to be implemented in Indonesia.

The Merdeka curriculum is constructed to create a learning atmosphere that is focused on students and its application can adjust the conditions of each region so that it can ultimately raise the standard of education and desire for the world of work. Curriculum implementation gives schools the freedom to choose learning methods, materials, and evaluations that are consistent with the traits of the pupils. Learners are also given the freedom to be responsible for what they learn so as to encourage creativity, independence, and courage in making decisions (Wahyuni, 2022).

The Merdeka Curriculum began to be applied in the driving schools in 2021. However, starting in 2022, the Merdeka Curriculum can be applied independently by: adopting the curriculum in stages, focusing on the use of technology and information so as to provide choices in assessments and teaching tools, independent training and teacher learning resources, providing Merdeka Curriculum resource persons, and facilitating the development of learning communities (Nugraha, 2022). The five ways to implement the merdeka curriculum require time to be implemented properly. So that students and teachers can benefit from the Independent Curriculum.

School principals and education offices must support the implementation of the Merdeka Curriculum by offering training, creative teaching techniques, and resources for teachers to learn. To fully benefit from the Merdeka Curriculum, which offers flexibility in learning, character development through the Pancasila Student Profile project, and a more flexible approach to meeting the requirements of students and the times, this help is essential. The Pancasila Learner Profile Strengthening Project demonstrates the benefits of the Merdeka Curriculum, which include a more straightforward and in-depth curriculum, greater independence for both teachers and students, and increased relevance and interaction (Priantini et al., 2022).

B. Profile of Pancasila Students

Students' character development is significantly influenced by their Pancasila Learner Profile. Faith, fear of God, noble character, global variety, mutual collaboration, independence, critical thinking, and creativity are the elements that make up the Pancasila Learner Profile's formulation of national character. Pancasila's noble principles, which are a synthesis of religion, culture, and customs, have existed for a very long time. Through school culture, extracurricular, co-curricular, and intracurricular learning, as well as the Pancasila Learner Profile strengthening project included in the Merdeka Curriculum, the Pancasila Learner Profile is implemented as a daily character (Susilawati et al., 2021).

One way to interpret the Pancasila Learner Profile is as a type of lifelong learner who balances their behavior with Pancasila values. Strengthening the Pancasila learner profile requires implementation that is long-lasting and seamlessly incorporated into the curriculum and day-to-day operations of schools. The achievement of the Pancasila learner profile as an endeavor to develop national character can be achieved by molding pupils to be as capable of problem-solving as feasible through a variety of

sustainable techniques. In order to succeed in the Pancasila learner profile, parents, communities, and instructors must play a part (Rahayu et al., 2023).

The application of Pancasila You can create a student profile in learning. Students studying social studies must comprehend all of the Pancasila precepts in order to apply them to their daily lives in the home, at school, and in society. Pancasila values take center stage in social studies lessons so that students and instructors can work together to solve real-world problems and make learning more relevant. The values of Pancasila must be fully included into social studies instruction since it is fundamentally a life-related subject (Tambunan, 2024).

C.Social Studies Learning

Learning is a process of learning from teachers to students in the hope of building moral, intellectual, and other abilities of students. Social studies learning is closely related to memorization and far from life application. But in reality, social studies learning is very important in everyday life. The Merdeka Curriculum demands that teachers use more creative approaches so that learning is more enjoyable and meaningful. Differentiated learning is needed to understand and develop the potential of students. Differentiated learning used can be applied through differentiation of product, process, and content. Both teachers and students can feel the benefits of this learning (Sulistiyosari et al., 2022).

Learning social studies in the Merdeka The curriculum has a significant impact on how pupils develop as individuals. Learning social studies places a strong emphasis on helping students improve their critical, analytical, and creative thinking abilities so they can grow up to be decent citizens. Social studies learning in the Merdeka Curriculum is not only taught theory, but also the involvement of students in projects that can increase understanding of social issues in society through the Pancasila Student Profile Strengthening Project. To improve teachers' abilities in social studies learning, training in making learning models and modules and applying differentiated learning to learning is needed. Teachers must be creative so that social studies learning is fun and meaningful (Asep et al., 2024).

The Merdeka Curriculum emphasizes the principle that learning should focus on the student, integrated with character education, and learning based on the needs of learners. Social studies learning is a branch of science that discusses social beings, social relationships, society, and culture. Integration of character values with social studies learning is very important. However, there are still many teachers who do not understand good character so that in the implementation of character values there are still difficulties. Social studies learning is one of the subjects that creates awareness of the importance of character values that must be built and applied in everyday life (Turnip et al., 2023).

Discussion

The Merdeka Curriculum has the distinctive feature of being learner-oriented, by providing adaptability for teachers to adjust studying in line with to the needs, interests, and abilities of students. In addition, the Merdeka Curriculum's objective is to provide learners with an enjoyable, meaningful, and relevant experience (Supianto et al., 2024). The advantages of this curriculum lie in its innovative approaches, such as the integration of discovery learning, scientific learning, and inquiry learning methods, as well as putting a proposal into action to improve the Pancasila Learner Profile to form superior student character.

According to Supianto's research, teacher attitudes and conduct about the new curriculum are greatly influenced by relative advantage, compatibility, complexity, trialability, and observability (Supianto et al., 2024). This shows that policies in the Merdeka curriculum need to be strengthened and in-depth evaluation and the need for training teachers in this new curriculum. Acceptance of this curriculum is very important for teachers to create harmony between all policy makers.

The many advantages of the Merdeka Curriculum can be implemented optimally, teachers require assistance in the form of rigorous training, provision of learning resources and creative teaching tools, and collaboration from school principals and education offices. With the right support, the Merdeka Curriculum is able to create adaptive, relevant, and effective learning in forming a generation of quality students. The next challenge is in the field of technology. The Merdeka Curriculum emphasizes flexibility in teachers, but various schools are still lagging behind in terms of infrastructure and technology. According to Saa's research, there are a number of obstacles to the Merdeka Curriculum's adoption, including a shortage of teacher preparation programs and IT infrastructure. The Merdeka Curriculum has the potential to raise educational standards, but its success depends on more technological assistance and improvement in training (Saa, 2024).

There are still challenges with implementing the Merdeka Curriculum in classrooms, such as teachers' lack of comprehension preparation and applying innovative learning methods, limited resources and supporting facilities, and the lack of technical guidance for project-based assessment. In Rahmah et al's research, the success of the Merdeka Curriculum still relies on teacher training and educational infrastructure. This is because each region has its own challenges related to infrastructure and technology (Rahmah et al., 2024). So that the Merdeka Curriculum will have different results in each school and region, the government needs to make improvements and equalization in disadvantaged areas so that the Merdeka Curriculum can be implemented optimally.

Application frequently does not proceed as planned because not all schools have the full backing of the education administration and the school principle. The Merdeka Curriculum's objectives, which center on flexible learning and the development of learners' character, may be hampered by these challenges. In line with Jasiah et al.'s research, continuous training, professional development for teachers, platform optimization, provision of adequate teaching tools, and regular curriculum review and strong evaluation of assessments and observations are needed (Jasiah et al., 2024).

The application of the curriculum that has not been maximized is influenced by various factors. Teachers and principals must have an understanding of this curriculum. Less than optimal implementation is a result of a lack of understanding by educational actors. Educational actors must also understand educational evaluation so that schools have a benchmark for the success of the curriculum at school (Pratikno et al., 2022). It is anticipated that the evaluation of each action will be able to enhance the current educational system.

The limitations of the Merdeka Curriculum are not an obstacle in the formation of the Pancasila Learner Profile, because through a flexible and project-based approach, this curriculum is still able to instill Pancasila values deeply in students. Research from Halim et al. (Halim et al., 2024) states that the learning process must emphasize the Pancasila learner profile as one of the objectives of the Merdeka Curriculum. The Pancasila learner profile as an inseparable national character builder in each subject will familiarize students to act in line with to Pancasila values.

The principles of Pancasila are very important to be formed in the soul of students. Integration from various ways needs to be done, one of which is in religious learning. Religion brings good values that do not conflict with the values of Pancasila (Thaha & Rustan, 2021). Understanding that is increasingly undirected and far from the values of Pancasila needs to be straightened out in schools with the integration of teachers, systems, and methods. All elements in education will help students from bad understanding and lead to moral damage.

The integration of the Pancasila Learner Profile is very crucial for the progress of the nation, because it forms students who are not only academically superior, but also have strong characters, such as mutual cooperation, independence, and social and environmental care. In Munir et al's research, the Pancasila Learner Profile will be well embedded in students by learning controversial public issues, thus improving problem-solving skills (Munir et al., 2024). Social issues that are close to learners will further

embed the Pancasila learner profile that is being built by teachers at school. This method is effectively applied so that learners can practice directly with real problems in life after knowing the existing theories. With this method, students are expected to have Pancasila characters as expected in the Merdeka Curriculum. Of course, with the support of diverse parties, such as trained teachers, visionary principals, and responsive education offices, Merdeka Curriculum can overcome existing limitations and make a significant contribution in building a generation of students with integrity, innovation, and global competitiveness.

One of the initiatives in the Merdeka Curriculum that makes use of project-based learning techniques is the Pancasila Student Profile Strengthening Project. According to Vioeza, Supriatna, and Hakam's research, implementing a local wisdom approach will make the Pancasila Student Profile Strengthening Project more meaningful. It has been demonstrated that the local knowledge approach enhances students' cognitive, emotional, and psychomotor abilities. This method not only helps pupils learn more but also fosters an appreciation for their own culture (Vioeza et al., 2023). Furthermore, Widana, Sumandya, and Citrawan's study clarified that teachers in NTT, NTB, and Bali possessed adequate knowledge of how to implement the Pancasila Learner Profile Strengthening Project for children with special needs. Children with exceptional needs have not benefited as much from the Pancasila Learner Profile Strengthening Project's introduction of local wisdom (Widana et al., 2023).

My Real Action Plan for Pancasila (MRAPP), a model for the cultivation of Pancasila values, was developed by Wulandari et al. and was deemed appropriate for usage. The following are the steps in the MRAPP model: Field observation, ii) identifying one of the Pancasila precepts, iii) designing real action, iv) creating a schedule of activities and suggestions, v) tracking the implementation of real action, vi) reporting the real action's process and outcomes, and vii) reflecting (Wulandari et al., 2023). According to Rachman et al.'s research, there is a tendency for male and female students to participate in the Pancasila Student Profile Strengthening Project. Themes of unity in diversity, local knowledge, and body-soul preservation are typically selected by male students, whereas local wisdom, democracy, and sustainable lifestyles are typically selected by female students (Rachman et al., 2024).

The Pancasila Learner Profile needs to be integrated in every subject to ensure Pancasila values become part of holistic and contextual learning. This integration allows learners to develop characters such as critical thinking, creativity, mutual cooperation, and care for the environment through various disciplines. Each subject can play a role in shaping the Pancasila Learner Profile. The profile will be more effectively developed when teachers engage directly with students. The presence of a distance in this process is feared to impede the transmission of Pancasila values to students (Chairiyani et al., 2023).

The formation of the Pancasila learner profile can be implemented by the school system through teachers, school activities, and the involvement of all stakeholders in the school (Rusilowati et al., 2024). Therefore, the need for an understanding of Pancasila values is needed so that the goal can be achieved. One way to shape the profile of Pancasila students is Through classroom instruction (Fauziah et al., 2023). Teachers fulfill a vital function in transferring knowledge to students. Knowledge of Pancasila values can be introduced in each discussion by strengthening the values that are relevant to the material brought. Social studies is one of the relevant subjects for the formation of Pancasila learner profiles.

To properly apply the Pancasila Student Profile, social studies education must be enhanced in terms of innovation, learning models, teaching modules, and the inventiveness of social studies teachers. According to Widiastuti et al.'s research, social studies instruction can be more enjoyable when employing creative pedagogy, which encompasses three viewpoints: learning for creativity, creative teaching, and creative learning. Students are encouraged to actively participate in creative learning, which makes learning more pleasurable for them (Widiastuti et al., 2022). Furthermore, the creation of interactive learning models, such project-based learning or problem-based learning, can aid students in developing a thorough understanding of the subject matter while fostering Pancasila principles like social responsibility and

cooperation. Teaching materials must be contextualized and relevant in order to depict pressing themes like environmental sustainability, social justice, and cultural diversity.

Pedagogy is essential for teachers. Social studies teachers must have expertise in their field. Moreover, educators should be capable of incorporating technology into the learning process to enhance its effectiveness and appeal. The use of technology-based digital books, for example, allows students to learn through various media such as text, images, videos, and interactive animations designed to facilitate a deeper understanding of social studies concepts (Budiamai et al., 2021). With this method, educators must not only be experts in the subject matter but also possess the pedagogical skills necessary to provide learning that is cutting edge and pertinent to students' requirements in the digital age. The development of meaningful social studies education that is in step with contemporary concerns can be facilitated by the integration of pedagogy, technology, and academic competence.

The approach used in social studies learning must be clear and directed, given the importance of this subject in shaping students' understanding of social reality and building character as responsible citizens (Susiani et al., 2022). Teachers need to implement dynamic and interactive learning strategies, such as the use of digital technology, diverse media, and problem-based approaches that are relevant to the context of students' lives. In addition, teachers must be able to integrate social studies materials with local, national and global values to enrich students' insights.

Social studies is learning based on social reality. Learners who study social studies will be built a way of thinking that is able to solve problems around (Hidayat et al., 2023). Social studies integration with Problem Based Learning (PBL) learning method is very suitable because students are presented with real problems around and built awareness to solve existing problems. Everyone needs social skills like empathy, communication, cooperation, and sympathy, and this approach can help children acquire these.

Local wisdom owned by each region can be used as a source of learning social studies. Existing local wisdom is able to increase understanding of the region, increase love for the region, and the noble value of a region can be embedded in students. The values that exist in local wisdom must be passed down to maintain cultural sustainability (Wibowo et al., 2023). By applying local wisdom-based learning, it is hoped that students will recognize the values and culture that exist in their place of residence and will foster a love for Indonesia which will support unity in line with the values of Pancasila.

Research from Sudrajat, Wijayanti, & Jha explained that character cultivation can be done in religion, social studies, and citizenship subjects. Character will bring out the potential of students, so it takes synergy between teachers, families, and the surrounding environment to be able to model exemplary for students (Sudrajat et al., 2024). Teacher creativity plays an important role in connecting social studies concepts with students' daily lives, so that learning becomes more meaningful. With continuous innovation, social studies learning not only supports academic achievement but also shapes students as caring, critical, and Pancasila characterized individuals.

Conclusion

Students with exceptional character in accordance with Pancasila ideals can be produced through the use of the Merdeka Curriculum in the creation of the Pancasila Student Profile in social studies education. Students can learn contextually using methods like inquiry, scientific, and discovery learning according to the Merdeka Curriculum, which places a high priority on the concepts of flexibility, differentiation, and meaningfulness.

In addition to emphasizing content mastery, this approach instills virtues like tolerance, love for the environment, and cooperation among peers-all of which are important components of the Pancasila

Student Profile. Research indicates that putting the Merdeka Curriculum into practice can help students develop into critical thinkers, socially conscious individuals, and capable members of society.

However, the quality of the teachers, the preparedness of the facilities, and the cooperation of communities, families, and schools in fostering the development of a favorable learning environment are all critical to the implementation's success. The secret to achieving educational objectives in line with the core principles of the Merdeka Curriculum and Pancasila ideals is a strong integration of theory and practice.

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