

Implementation Of The Pancasila Profile Project And The Use Of Learning Media In The Independent Learning Curriculum

Muhammad Arif¹, Veni¹, Andri Yanto¹

Program Studi Pendidikan Geografi, STKIP Pesisir Selatan, Indonesia

*Correspondence to: muhammadarif@stkip-pessel.ac.id

Abstract: The strengthening project of the Pancasila profile is a learning activity that must be implemented within the independent learning curriculum. Additionally, specifically for IPAS (Natural and Social Sciences) learning, which fundamentally examines natural and social phenomena, learning media is crucial to support the achievement of learning objectives. The aim of this research is to identify the implementation of the Pancasila student profile strengthening project and the use of learning media in IPAS subjects. This research is a survey using a questionnaire as the instrument. The respondents in this study are elementary school teachers who have implemented the independent learning curriculum. The research data were analyzed descriptively with the help of graphs. The results of this study indicate that training on the independent learning curriculum is needed to help teachers understand and implement the Pancasila profile strengthening project. Difficulties faced by teachers in implementing this project include time constraints, inadequate facilities, passive students, and difficulties in creating project modules. The learning media most commonly used by teachers in IPAS teaching are visual aids, but ICT media have the potential to be used based on considerations of ICT facilities and the teachers' ability to operate ICT for learning purposes

Keywords: Natural and Social Sciences; Independent Learning Curriculum; Learning Media; Pancasila profile project

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INTRODUCTION

Education is one of the ways for humans to "survive" and adapt to the rapid changes of the times. The education system in Indonesia is outlined in Law No. 20 of 2003, with the aim of developing the potential of students, in this case, learners, so that they can become individuals who are faithful and devoted to the One Almighty God. To achieve the goals of education, a curriculum is needed to facilitate the educational process. The curriculum is a set of goals to achieve the desired competencies, serving as a tool to assess the effectiveness of the learning system implemented by the government. It should be effectively delivered by educators and understood by learners (Lestari et al., 2023).

The curriculum in Indonesia has undergone many changes with the aim of improving the quality of education in the country. The latest curriculum currently implemented is the "Merdeka Belajar" curriculum. Nadim Makarim is the Minister of Education and Culture who introduced the Merdeka Belajar curriculum. The concept of Merdeka Belajar aims to liberate education by encouraging free thinking and innovation (Vhalery et al., 2022). Curriculum changes are considered necessary and are based on the developments in science and technology, societal needs, and political changes (Ritonga, 2018). Therefore, the Merdeka Belajar curriculum is the Indonesian government's response to the evolving demands of the times, which implies changes in learning strategies and the competencies that learners must possess.

The Merdeka Belajar curriculum is an educational innovation formulated by the government in collaboration with the Ministry of Education and several educational institutions and practitioners. This program aims to enhance the skills of graduates, including both soft skills and technical skills, to better prepare them for the needs of the times and to adapt more effectively. The goal is to prepare future graduates to become nation leaders with strong personalities and achievements (Alawi et al., 2022). According to (Wijayanti & Ekantini, 2023), Merdeka Belajar means being free to think, innovate, and create, making learning meaningful and enjoyable. Being free to think is related to the state of mind.

Kurikulum Merdeka is developed to enhance the quality of education in Indonesia. The Merdeka curriculum can be adapted to the needs and characteristics of learners, making it easier for them to learn without feeling burdened by the learning activities. Implementation of learning using the Merdeka curriculum is more in-depth, enjoyable, and liberating (Priantini et al., 2022).

One of the programs offered and a distinguishing feature of the Merdeka Belajar curriculum is the Pancasila Profile Strengthening Project. This project is commonly abbreviated as P5, and its aim is to support the development of learners' characters aligned with the values of Pancasila. (Safitri et al., 2022) state that P5 involves character education through project-based learning activities. According to (Ulandari & Rapita, 2023), P5 encourages learners to contribute to their surrounding environment.

One of the subjects in the primary school level within the Merdeka Belajar curriculum is IPAS (Natural and Social Sciences). IPAS aims to build scientific literacy. This subject is a combination of Natural Sciences (IPA) and Social Sciences (IPS). The goal of this subject is to strengthen students for the study of more complex natural and social sciences in junior high school. In exploring the environment, students perceive natural and social phenomena as interconnected (Wijayanti & Ekantini, 2023).

The change in the status of the IPA subject, combined with IPS to become IPAS, aims to solidify the development of competencies essential for all current and future students. Furthermore, this change aims to align learning across different levels. The separation of Natural Sciences (IPA) and Social Sciences (IPS) in the 2013 curriculum was modified in the curriculum prototype to become IPAS as a foundation before high school students study Natural Sciences separately.

The purpose of learning IPAS in the Merdeka Belajar curriculum is to develop inquiry skills, self-understanding, and awareness of the environment, thereby enhancing students' knowledge and conceptual understanding. IPAS learning assists students in cultivating curiosity about the phenomena occurring in their surroundings (Sugih et al., 2023). The implementation of the IPAS subject in the Merdeka curriculum requires media support to achieve the development of students' competencies for better preparation and adaptation to the needs of the times.

Learning media is defined as all physical and material tools used by educators to support the achievement of learning objectives. Learning media encompasses all hardware and software that function to convey instructional messages and stimulate the minds, feelings, attention, and interest of learners, resulting in the effectiveness and efficiency of the learning process (Yaumi, 2017). The use of learning media can enhance the effectiveness of message delivery, stimulate learning motivation, present interesting information, and improve understanding (Suryani, 2015). Therefore, the use of learning media fundamentally aims to enhance the objectives of IPAS learning, where IPAS learning itself involves studying natural and social phenomena.

Various previous studies have discussed the importance of P5 (Pancasila Profile Strengthening Project) and the challenges in implementing P5. However, there are not many studies that examine the themes commonly and rarely used in the implementation of P5. Additionally, in the context of learning media research, this study focuses on exploring information about learning media used in IPAS materials and the potential use of ICT media in IPAS learning. The objectives of this research are to identify the implementation of P5 and the learning media used in IPAS materials.

METHODS

This study employs a qualitative approach with descriptive analysis techniques. Descriptive research aims to systematically depict the facts and characteristics of the subjects and objects under investigation accurately to gain a comprehensive understanding of issues related to the field of education and human behavior (Sukardi, 2013). The research subjects consist of 29 primary school teachers who act as respondents actively teaching in classrooms, as indicated in Table 1.

Table 1. Distribution of Classes Taught by Respondents

Teaching Grade	Number of Respondents
Grade 1	7
Grade 2	2
Grade 3	6
Grade 4	5
Grade 5	2
Grade 6	6

The respondents in this study have already implemented the Merdeka Belajar Curriculum in their respective classrooms. Out of the 29 respondents, 2 individuals are teacher facilitators, while the remaining 27 are non-facilitator teachers. The research instrument used is a questionnaire containing both open-ended and

closed-ended questions. This questionnaire is created using Google Forms. The questions in the questionnaire are divided into two main categories: 1) the implementation of the Pancasila Profile Strengthening Project, and 2) the use of IPAS learning media in the Merdeka Curriculum.

RESULT AND DISCUSSION

The Merdeka Curriculum has been implemented in Indonesia since 2021, and it is considered an improvement over the previous Curriculum of 2013. There are several fundamental differences between the Merdeka Curriculum and the Curriculum of 2013. According to (Pratyca et al., 2023)¹, the key differences include 1) the basic framework is based on the national education system (sisdiknas), national standards (SNP), and the Pancasila student profile, 2) learning outcomes are organized per phase, 3) there is both regular learning and the Pancasila student profile strengthening project, 4) differentiated learning is emphasized, 5) formative assessment is strengthened, and there is no separation between attitude, knowledge, and skill assessments. On the other hand, the Curriculum of 2013 features 1) the basic framework is based on the national education system (sisdiknas) and national standards (SNP), 2) it includes Competence Standards (KI) and Basic Competence Standards (KD), 3) emphasis on regular learning, 4) scientific approaches are applied to all subjects, 5) both formative and summative assessments are used, with a separation of attitude, knowledge, and skill assessments.

An essential effort to introduce and train teachers to implement lessons based on the latest curriculum is through providing relevant training. Therefore, teachers need to undergo training related to the Merdeka Belajar Curriculum to ensure they understand and can effectively implement the curriculum. The frequency of training attended by respondents is presented in Figure 1.

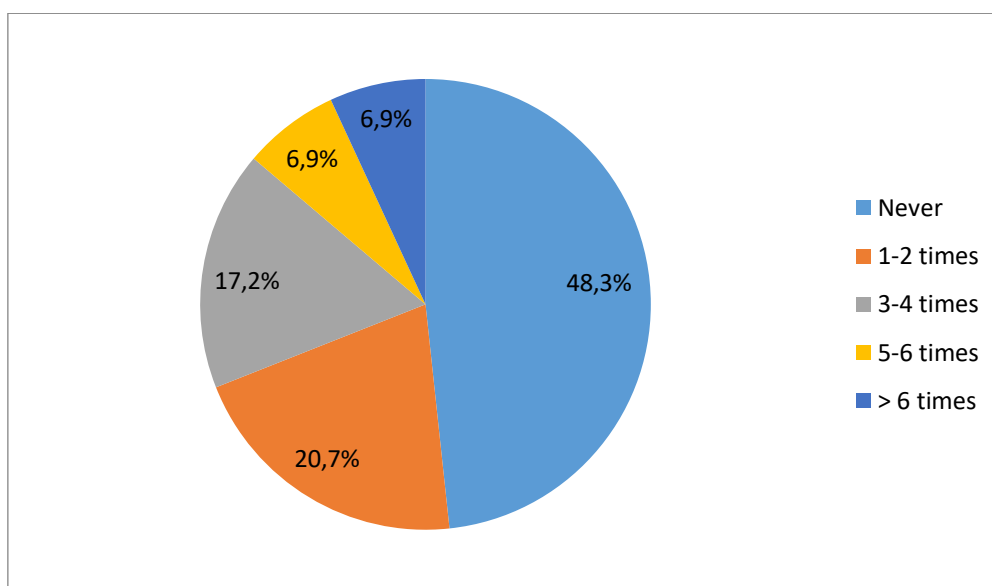


Figure 1. Frequency of Merdeka Belajar Curriculum Training

Figure 1 shows that there are 17.2% (5 individuals) who have never attended any training, 48.3% (14 individuals) attended training 1-2 times, 20.7% (6 individuals) attended training 3-4 times, 6.9% (2 individuals) attended training 5-6 times, and 6.9% (2 individuals) attended training more than 6 times. Based on this information, it is evident that a small percentage of teachers have not received any form of training related to the introduction and implementation of the Merdeka Belajar Curriculum. Essentially, the socialization aims to ensure that teachers have a good and accurate understanding of the Merdeka Belajar Curriculum and are capable of implementing it effectively.

The development of computational thinking skills is emphasized in the Merdeka Belajar Curriculum. The advancements in science and technology drive the latest curriculum to adapt to the changing times. Currently, 21st-century competencies need to be developed in learners at all levels of education. Therefore, ICT-oriented learning is a common form of education implemented in today's classrooms. According to Mulyono and Ampo,

(Pratyca et al., 2023)¹

(2020), 21st-century learning media is closely related to ICT. The varied learning media available today have a positive impact on the learning process and outcomes.

The effective utilization of ICT in learning depends on the appropriate use of media and the teacher's competence in operating ICT. Based on the self-assessment of respondents regarding their ICT skills, information is obtained as shown in Figure 2.

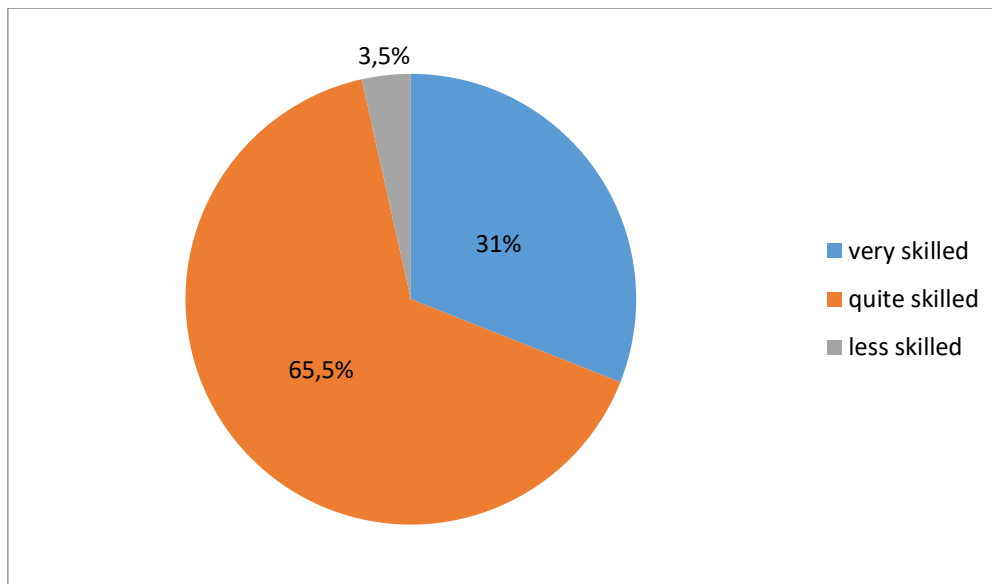


Figure 2. Respondents' Self-Assessment of ICT Skills

Based on the self-assessment results of the respondents, it is found that the majority of teachers are skilled in operating ICT for educational purposes. About 31% (9 individuals) of the respondents are highly skilled in operating ICT, 65.5% (19 individuals) are skilled, and only 3.4% (1 individual) have difficulties in operating ICT for learning. Based on this information, the majority of the surveyed teachers are proficient in operating ICT for learning.

One of the distinguishing factors of the Merdeka Belajar Curriculum from the previous curriculum is the implementation of the Pancasila Student Profile Strengthening Project. Ideally, this project is carried out at least twice during one academic year. The results of the survey on the implementation of the Pancasila Profile Strengthening Project in the classes taught by the respondents are shown in Figure 3.

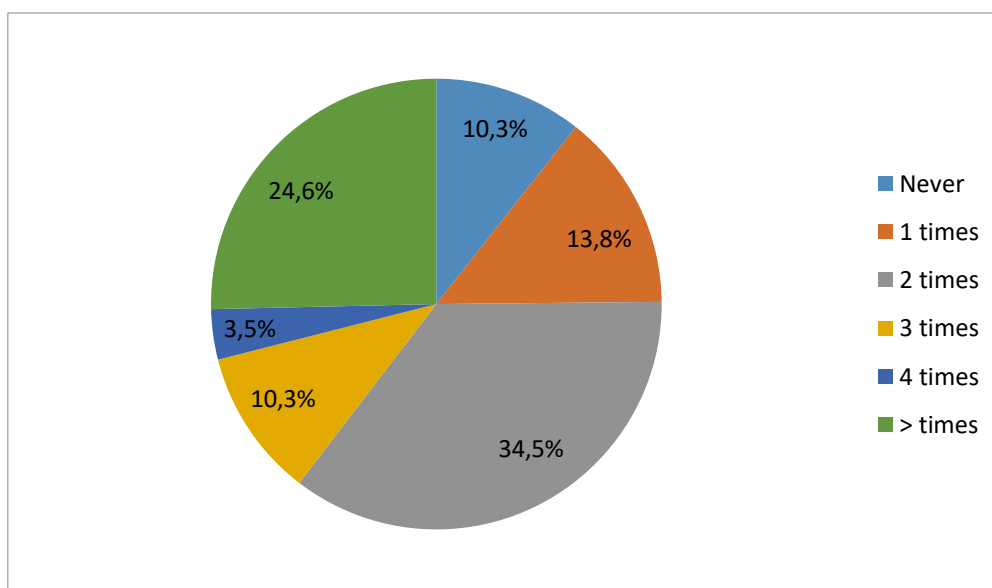


Figure 3. Frequency of Implementation of Pancasila Student Profile Strengthening Project in One Academic Year

Figure 3 indicates that the majority of teachers have implemented the Pancasila Student Profile Strengthening Project according to the ideal frequency, which is a minimum of 2 times in one academic year. However, 10.3% (3 individuals) of teachers have never implemented the project, and 13.8% (4 individuals) have only implemented this project once in one academic year. Based on further analysis, it is found that teachers who have never implemented or have only implemented the Pancasila Profile Strengthening Project once in one academic year are generally those who fall into two categories: those who have not attended training on the Merdeka Belajar Curriculum and those who have attended training only 1-2 times.

When considering the closed-ended question about whether teachers face difficulties in implementing project-based learning for strengthening the Pancasila student profile, the majority of teachers (69% or 20 individuals) stated that they do not experience difficulties, while 31% (9 individuals) mentioned facing challenges. Open-ended questions provided information about the difficulties teachers encountered in implementing the Pancasila student profile strengthening project, including constraints related to project duration, students' tendency to be passive, inadequate facilities and infrastructure, and challenges in creating project modules. According to (Santoso et al., 2023), to implement P5 successfully, teachers must first have a good understanding of P5.

Teachers can choose from five themes for the Pancasila student profile strengthening project to implement in the learning process. The five themes are 1) sustainable lifestyle, 2) local wisdom, 3) Unity in Diversity (Bhineka Tunggal Ika), 4) technological innovation, and 5) entrepreneurship (Susanto et al., 2023). The most chosen theme is local wisdom, while the least chosen theme is technological innovation. The order of themes, from most to least chosen, is local wisdom, sustainable lifestyle, Unity in Diversity, entrepreneurship, and technological innovation. Unity in Diversity and entrepreneurship themes received an equal number of preferences among teachers for implementing the Pancasila student profile strengthening project.

The next set of questions focuses on the instructional media used in IPAS (Ilmu Pengetahuan Alam dan Sosial or Natural and Social Sciences) learning. Based on closed-ended questions, it is found that 75.9% of teachers have used visual media, 72.4% have used teaching aids, 58.6% have used Power Point or Canva, 65.5% have used videos, and 34.5% have used interactive media. No respondents stated that they do not use instructional media in teaching IPAS. Visual media is the most widely used, while interactive media is the least used among the teachers in this study. Furthermore, media related to ICT, such as PowerPoint or Canva and interactive media, are less commonly chosen by teachers, except for videos, which are relatively more widely used and fall under the category of ICT media.

Based on the information about the media used, only a small percentage of teachers choose to use ICT media in their teaching. Regarding the school's facilities and infrastructure, it is concluded that schools generally have facilities such as computers, projectors, and adequate internet access. These three facilities play a crucial role in implementing ICT into learning. Additionally, concerning the ICT skills of teachers, based on the information obtained, it can be concluded that the majority of teachers have good ICT skills. Therefore, the potential for integrating ICT media into IPAS learning is highly feasible.

(Wulandari & Mudinillah, 2022) state that Canva is an online design application that offers various attractive graphic designs. Moreover, according to (Tanjung & Faiza, 2019), the Canva application has advantages such as appealing designs and animations, enhancing teacher creativity, saving design time, having good image resolution, and being downloadable in various storage formats. As for interactive media, according to (Madiyah & Mulyawati, 2023), it is an ICT medium that can maximize students' willingness, activities, and learning outcomes.

There are various advantages of ICT (Information and Communication Technology) media compared to traditional learning media. ICT media helps students adapt to the future society and enables the optimization of the learning environment (Wang & Wang, 2023). Integrating ICT into learning can enhance motivation and make the learning process more enjoyable (Borgonovi & Pokropek, 2021). The use of technology in education serves both to assist students in achieving learning objectives and to help improve teachers' pedagogical competencies. The use of multimedia is considered effective in capturing students' attention (Santoso et al., 2023). Therefore, the use of ICT in learning can be a consideration for teachers to enhance the effectiveness of education.

The results of this study suggest that training on the Merdeka Belajar Curriculum at least 3-4 times is needed to provide teachers with the understanding and skills to implement the Pancasila profile project as required by the curriculum. Difficulties experienced by teachers related to the implementation of the Pancasila profile project include constraints on project duration, inadequate facilities, passive students, and difficulty in creating project modules. In IPAS learning, the most widely used instructional media are visuals, while Power

Point and interactive media are the least used. The use of ICT media is highly feasible, given that most schools already have adequate ICT facilities, especially computers, projectors, and internet networks.

CONCLUSION

Training related to the Merdeka Belajar Curriculum needs to be provided to teachers so that they understand and can facilitate students in implementing P5-oriented learning. This study also found that the most widely used instructional media for IPAS are non-ICT media, but the use of ICT media is generally feasible in most schools because they already have supporting ICT facilities, and teachers' ability to operate ICT is also improving. Further relevant research can focus on enhancing teachers' abilities to implement ICT as instructional media for IPAS.

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