

The Readiness of PKn Teachers in Facing the Project Program to Strengthen the Profile of Pancasila Students in Independent Curriculum 2022

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Abstract

The purpose of this study was to determine the readiness of Civics teachers in facing the Pancasila Student Profile Strengthening Project program in the Independent Curriculum. The method used in this study is a qualitative method with data collection techniques in the form of interviews and literature studies. Based on the interviews and literature studies, it can be seen that the Civics teacher at SMPN 2 Boyolali has realized his need as a teacher so that he encourages him to follow information about the Independent Curriculum. Based on the condition of knowledge, Civics teachers at SMPN 2 Boyolali are in the know stage about the Pancasila Student Profile Strengthening Project, this is because the Independent Curriculum policy feels uncertain and has changed regulations several times. Then when viewed from the skills or competencies of teachers, Civics teachers need to master the material in depth (professionally) and establish effective communication with students and other subject teachers (social) to carry out the Pancasila Student Profile Strengthening Project.

Keywords: *Teacher Readiness, Independent Curriculum, Pancasila Student Profile Project*

Introduction

Curriculum changes are part of the dynamics of the implementation of education. In Indonesia itself has several times make changes to the curriculum, starting from 1947 Lesson Plan Curriculum, Decomposed Lesson Plan Curriculum 1952, 1964 Education Plan Curriculum, 1968 Curriculum, 1975 Curriculum, Curriculum 1984, 1994 Curriculum and Supplements 1999 Curriculum, 2004 Curriculum (KBK), 2006 Curriculum (KTSP), 2013 Curriculum to the Independent Learning Curriculum (Raharjo, 2020). The Independent Learning Curriculum is a curriculum that is present in 2020 based on Permendikbud Number 3 of 2020 concerning SN-Dikti and continues to experience changes or additions to settings up to this point. Highlights in this curriculum is the formation of Pancasila student profile which has six indicators, namely: faith, fear of Allah God Almighty, and noble; global diversity; worked together; creative; critical reasoning; independent. Formation Pancasila student

profile is one of them carried out with a profile strengthening project Pancasila student who became one of the main activities in the curriculum structure education other than intracurricular learning.

Based on the Project Handbook Strengthening the Pancasila Student Profile is mentioned that the student profile strengthening project Pancasila is a cross-learning scientific disciplines to observe and think of solutions to problems in surrounding environment. In this project, participants students have the opportunity to learn in informal situations, flexible, more interactive, and engage directly with the environment (Kemendikbud, Research and Technology, 2021). Can be interpreted that this project program is implemented between expected subjects through the project is capable of producing a product.

The demands on the new curriculum it needs to get attention both from schools, teachers, LPTKs and other parties other. Teachers according to Law no. 14 Year 2005

About Teachers and Lecturers are a professional educator on duty in the form of educating, teaching, guiding, directing, training, assessing, and evaluate students in education early childhood through formal education, primary education, and secondary education. Based on these provisions, the teacher of course need to adapt to each policies that regulate implementation of education, so that teachers can perform its main tasks. Teacher as one of the project program implementers strengthening the profile of Pancasila students is necessary to in-depth knowledge of the curriculum independent from both regulations and implementation.

There is a change in the education curriculum is an unavoidable fact. These changes often require lengthy process and adjustments to implementation. Preparation required by many parties, especially teachers as guards at the forefront of program implementation education curriculum. However, on In fact, not a few teachers feel that not ready for any changes curriculum. This is added with conditions since the beginning of 2020, teacher undergo a process of adaptation to online learning due to the Covid-19 pandemic. The online learning requires the teacher to master information technology, using teaching methods that different and different materials. The Independent Curriculum itself has changed several times settings, such as in Programs Motivator School especially on Outcomes Predefined learning based on the decision of the head of the agency Research and Development and Books Number 028/H/KU/2021 Regarding Achievements Learning PAUD, SD, SMP, SMA, SDLB, SMPLB, AND SMALB on Program Mover School changed to Decision Head of Standards Agency, Curriculum, and Ministry of Education Education Assessment, Culture, Research, and Technology Number 008/H/KR/2022 About Achievements Learning in Childhood Education Early, Elementary Education Level, and Level Secondary Education on Curriculum Independent. This condition can potentially confuse the teachers when going implement the curriculum. Based on these conditions, researchers interested in doing research the readiness of Civics teachers at SMP N 2 Boyolali in the face of the new curriculum,

namely: independent curriculum, especially in the program Pancasila student profile strengthening project. By That's why the researcher took the title of the research "Readiness of Civics Teachers in Facing" Pancasila Student Strengthening Project Program on the 2022 Independent Curriculum".

Literature Review

Teacher Readiness

Teacher readiness consists of concepts readiness and teachers. Say your own readiness in English it is called readiness according to the Psychology Dictionary interpreted as a point of maturity to accept and practice behavior certain. Meanwhile, according to Slameto (2010) readiness can be interpreted as a condition where someone is ready to give respond in certain ways and situations. So that readiness can be interpreted as the condition when a person already has mature knowledge and skills so as to be able to respond with certain ways and situations. Then the teacher according to Suparlan (2008) defined as someone with a duty educating the nation's life in all aspects such as spiritual, emotional, intellectual, physical, and other aspects. While the definition of teacher in Law no. 14 2005 About Teachers and Lecturers It is stated that the teacher is an educator professionals with the main tasks of educate, teach, guide, direct, train, assess and evaluate students in education early childhood through formal education, primary and secondary education. So that it can be concluded that the teacher is someone who is professional in doing educating students and other activities in the form of teaching, guiding, directing, train, assess, and evaluate. Teacher readiness according to Arikunto (2006) is a competency, meaning a teacher who is ready is when the teacher it has competence. Competence competencies that need to be possessed by a teachers according to Permendiknas No. 16 2007 covers pedagogic competence, personality competence, social competence, and professional competence. Whereas according to Slameto (2010) to find out readiness of a person, can be seen from the condition readiness which includes: physical condition, mental and emotional; needs,

motives and goals; and skills, knowledge, and other meanings that have been learned.

Independent Curriculum

The independent curriculum is a curriculum developed for the development of the characteristics and competencies of students with essential materials. The main characteristic of the Independent Curriculum is the existence of project-based learning to develop student profiles of Pancasila, the material used is essential material so that it can deepen the basic competencies of numeracy and literacy, then teachers can also be flexible in carrying out learning with differentiation characteristics according to the character and abilities of students and local context and content.

Pancasila Student Profile

The Pancasila Student Profile is an embodiment of Indonesian students who are expected to have the following six indicators, namely: faith, fear of God Almighty, and noble character; global diversity; worked together; creative; critical reasoning; independent.

The indicators on the Pancasila Student Profile have their respective elements to be developed as stated in the Pancasila Student Profile Teaching Materials by the Ministry of Education and Culture (Kemdikbud, 2020). The indicators of noble character consist of elements of religious morals; personal morals; morality to humans; morality to nature; and state morality. The indicators of global diversity consist of elements of recognizing and appreciating culture, intercultural communication skills in interacting with others; and reflection on and responsibility for the experience of diversity. The gotong royong indicator consists of elements of collaboration; concern; and share. The independent indicators consist of elements of self-awareness and the situation at hand and self-regulation. The critical reasoning indicators consist of elements of obtaining and processing information and ideas; analyze and evaluate reasoning; make decisions; and reflect on thoughts and thought processes. The creative indicators consist of elements that produce original works and actions and produce original ideas.

Pancasila Student Profile Strengthening Project

Based on the Guidebook for the Pancasila Student Profile Strengthening Project, it is stated that the Pancasila student profile strengthening project is a cross-disciplinary learning to observe and think of solutions to problems in the surrounding environment. In this project, students have the opportunity to learn in informal, flexible, more interactive situations, and be directly involved with the environment (Kemendikbud, Research and Technology, 2021).

Method

The method used in this research is qualitative method. Qualitative research methods are methods used to examine objects with natural conditions with the researcher as the key instrument and emphasize meaning rather than generalization (Sugiyono, 2017).

Data collection techniques are carried out by literature study by tracing sources such as journals, books, seminar proceedings, and data related to the problem. This is in accordance with what Zed (2014) said that literature study is a series of activities regarding methods of collecting library data, reading and taking notes and processing research materials (Zed, 2014). In addition, data were also obtained through interviews with PPKn teachers at SMPN 2 Boyolali to obtain empirical data. An interview according to Esterberg in Sugiyono (2017) is a meeting of two people to exchange information and ideas through question and answer so that meaning can be constructed in a particular topic.

The data analysis technique used is to reduce the data, present the data, and make conclusions or verification (Miles & Huberman, 1992). Data reduction was done by selecting and categorizing the data obtained through interviews with PPKn teachers at SMPN 2 Boyolali and data from literature studies. Then the presentation of the data is done by making a pattern of relationships from the data that has been selected. And conclusions are made during the research process, after the existing data is complete, a final conclusion is made.

Results

The results of the research are in the form of interviews which in principle are to find out how the readiness of Civics teachers, especially at SMPN 2 Boyolali, in facing the independent curriculum in the Pancasila student strengthening project program. To determine a person's readiness, it can be seen from the condition of readiness as stated by Slameto (2010) which includes: physical, mental and emotional conditions; needs, motives and goals; and other skills, knowledge, and understanding that have been learned.

The research conducted will focus on conditions of readiness related to the needs, skills of teachers, and knowledge possessed by teachers. Based on interviews conducted on Friday, May 27, 2022, it can be seen that the PPKn teacher at SMPN 2 Boyolali follows information regarding the development of the Independent Curriculum policy, further informants said that he follows the policies related to driving schools and driving teachers. However, the informant has not read in its entirety the regulations regarding the Independent Curriculum policy. He often gets information from socialization either provided by the institution or from the driving teacher who has been appointed by SMPN 2 Boyolali. In addition, informants will also take part in BIMTEK (Technical Guidance) in order to welcome the implementation of the Independent Curriculum.

The informant then gave an overview of the Merdeka Curriculum that he knew. According to him, the Merdeka Curriculum was an innovation that used an approach so that students could be freer in learning anything. Furthermore, the informant also mentioned about the driving school program, the driving teacher, and the Pancasila student profile. Then the informant explained about the driving school program as follows:

The Motivating School is a program aimed at realizing the profile of Pancasila students, where in this driving school it starts from the principal and the driving teacher. There are requirements that a school can be said to be a driving school, for example there is a selection of school principals with provisions such as leadership competence, and following the selection in accordance with

procedures organized by the regional government and the ministry.

Then the informant also explained the profile of Pancasila students as follows:

The Pancasila Student Profile is a picture that is expected of Indonesian students who have indicators of faith, piety, noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity.

Furthermore, the informant explained the program for strengthening the Pancasila Student Profile through project-based learning as follows:

The project program, in order to form the Pancasila Student Profile, is carried out in collaboration between subjects, so it's not just PPKn. In my opinion, this program can support the formation of civic knowledge, civic skills, and civic disposition, and can teach about cooperation.

The informant himself also said that previously he had implemented a project-based learning model in the form of a drama on cooperation material, although the final result was not a product, the students felt enthusiastic in the drama and it could be seen that the group collaboration was going well.

Then related to the implementation of the upcoming Independent Curriculum, the informant explained the things that Civics teachers needed to prepare, what projects needed to be prepared in the Pancasila Student Profile strengthening program, and suggestions to be conveyed to the Government, especially Kemdikbudristek which is in charge of policies in the field of education. education as follows:

As a teacher, I certainly support a curriculum that is intended for the good of education in Indonesia, as a teacher it is necessary to always be ready to face these changes. The thing that teachers need to prepare in dealing with the planned curriculum change is the need to be informed about curriculum changes, for example by reading news on the internet or trusted newspapers, reading policies issued by the government, and always updating. Teachers also need to participate in socialization held from the office or school, because sometimes teachers may not have time to read the regulations issued by the government as a whole, so participating in the socialization will be very helpful. Then

teachers also need to take BIMTEK seriously, so as not to be surprised when the new curriculum is piloted. Then, related to the project to strengthen the Pancasila Student Profile, it is indeed a little difficult if Civics subjects are required to produce a product. However, this is still possible to implement, because it is a collaboration with other subjects and certain themes are raised. For example, the product can be in the form of a song with a national theme, this can work together between the Indonesian Language and Arts subjects. What I want to say to the government is that this new curriculum policy needs to be finalized, because there are still many teachers who do not understand, and a lot of socialization and training needs to be done.

Discussion

Based on the description above, to determine the readiness of Civics teachers in facing the Independent Curriculum, especially in the Pancasila Student Profile Strengthening Project program, researchers conducted data analysis by linking interview data with a person's condition of readiness and competencies that need to be possessed by a teacher, as well as statutory regulations. which regulates the Independent Curriculum and its programs. To that end, the researcher divides the discussion sub-chapters as follows: a. The needs that are realized by Civics teachers, b. Knowledge of Civics Teachers about the Independent Curriculum, c. Civics Teacher Skills or Competencies.

The Realized Needs of Civics Teachers

One of the conditions that indicate readiness is a conscious need. This means that there is an awareness of the need for knowledge and the desire to achieve certain goals (Verina, 2019). Awareness of these needs can encourage effort so as to make a person ready to act. Civics teachers need to realize that a teacher needs to know education policy, in this case it is about curriculum change.

Civics teachers at SMPN 2 Boyolali as informants in this study have followed information about the Merdeka Curriculum through various platforms and activities, such

as through news, socialization from the Education Office and from schools. So it can be said that the Civics teacher has realized his needs as a teacher.

Civics Teacher Knowledge about the Independent Curriculum

Knowledge according to Notoatmodjo (2005) is a result of human sensing or the result of someone knowing about an object. Meanwhile, according to Mubarak (2011) knowledge is everything that is known based on the results of experience gained. So that knowledge can be interpreted as the result of a person's experience with the senses of an object. According to Notoatmodjo (2007) the stages of a person's knowledge include: 1) Knowing, 2) Understanding, 3) Application, 4) Analysis, 5) Synthesis, 6) Evaluation.).

Knowledge as a condition of teacher readiness is here defined as the teacher's understanding of the Independent Curriculum, especially in the Pancasila Student Profile Strengthening Project. Civics teachers at SMPN 2 Boyolali in this case already have some knowledge about the Independent Curriculum, as evidenced by the results of interviews that have been carried out, the informants are able to mention the concepts of the Merdeka Curriculum program. However, the informant also realized that his knowledge was not comprehensive. This can be seen based on the answers from the interviews, where the informants have not fully explained the programs in the Independent Curriculum, and the implementation of the Pancasila Student Strengthening Project. Then when it is associated with the stages of one's knowledge according to Notoatmodjo (2007), it can be said that the knowledge of Civics teachers at SMPN 2 Boyolali about the Pancasila Student Profile Strengthening Project is still in the know stage, where at this stage a person is able to recognize and remember something that has been learned. previously studied. In the interview, the Civics teacher at SMPN 2 Boyolali was able to mention, describe, define the Independent Curriculum and the Pancasila Student Profile Strengthening Project.

Civics Teacher Skills or Competencies

Competence is a person's ability to carry out his professional duties (Fadilah, 2015). One of the conditions of a person's readiness

can be seen from his skills, in this case to see the readiness of teachers in facing the Pancasila Student Profile Strengthening Project program in the Independent Curriculum can be seen from the teacher's competence. According to Permendiknas No. 16 of 2007 the competencies that must be possessed by teachers are as follows

a. Pedagogic competence, is a competency related to the ability of teachers to organize learning to students. This is in line with what Mulyasa (2013) said that pedagogic competence is an ability to manage students when learning. In this competency there are the following aspects:

- 1) understand the principles of educational learning design
- 2) develop learning design components
- 3) develop a complete learning plan
- 4) carry out educational learning by taking into account the required safety standards
- 5) use learning media and learning resources that are relevant to the characteristics of students and the subjects taught to achieve learning objectives
- 6) make transactional decisions in guided learning according to the developing situation.

b. Personality competence is the teacher's ability to display a solid personality, have noble character, be wise and authoritative, and be a role model for students (Mulyasa, 2001). Indicators of teacher personality competence are as follows (Sagala, 2009):

- 1) Steady and stable, namely having consistency in acting according to applicable legal, social and ethical norms
- 2) Adult which means having the independence to act as an educator and having a work ethic as a teacher
- 3) Wise and wise, that is, the appearance is beneficial for students, schools, and the community by showing openness in thinking and acting
- 4) Authoritative, namely the behavior of teachers who are respected so

that they have a positive effect on students

- 5) Have noble character and have behavior that can be imitated by students, act according to religious norms, be honest, sincere, and like to help. The value of personality competence can be used as a source of strength, inspiration, motivation, and innovation for students.

c. Social competence, according to Buchari Alma in Rahmawati & Nartani (2018), is a competency related to the ability of teachers to communicate and interact with the school environment and outside of school effectively. Indicators of social competence are as follows:

- 1) Able to communicate and interact effectively with students
- 2) Able to communicate and interact effectively with fellow educators and education staff
- 3) Able to communicate and get along effectively with parents of students and the surrounding community.

d. Professional Competence, is the ability of teachers to master learning materials broadly and deeply so as to enable the integration of learning content (Setiani & Priansa, 2015). Professional competence can also be interpreted as an ability related to the completion of teacher assignments (Febrialismanto, 2015). Teachers who have professional competence have the following indicators:

- 1) Mastering the material, structure, concept and scientific mindset that supports the subjects taught
- 2) Mastering competency standards and basic competencies of the subjects taught.
- 3) Develop creatively guided learning materials.
- 4) Develop professionalism in a sustainable manner by taking reflective actions.
- 5) Utilize information and communication technology to develop themselves.

Teachers need to always follow the information regarding the Independent Curriculum in order to implement the competencies above when implementing the

new curriculum. For example, in the Pancasila Student Profile Strengthening Project which requires a thorough mastery of the material by Civics teachers in order to work together with other subjects, this is in accordance with the professional competence of teachers. Then, when it comes to social competence, Civics teachers need to build effective communication with students and other subject teachers so that the project can be implemented.

However, based on the interviews that have been conducted, the informant said that the Merdeka Curriculum is currently still in the nature of socialization and training, so that the steps that teachers need to take in implementing the project have not emerged.

Conclusion

Curriculum changes are unavoidable in the implementation of education in Indonesia. Teachers as the front line in implementing the curriculum in schools need to be ready to welcome the new curriculum so that they can carry out their main tasks as teachers well. Therefore, it is necessary to know how the readiness of Civics teachers in facing the Independent Curriculum, especially in the Pancasila Student Profile Strengthening Project.

When viewed from the conditions of need, the Civics teacher at SMPN 2 Boyolali has realized his need as a teacher so that he encourages him to follow information about the Independent Curriculum. Then when viewed from the condition of knowledge, Civics teachers at SMPN 2 Boyolali are in the know stage about the Pancasila Student Profile Strengthening Project, this is because the Independent Curriculum policy feels uncertain and has changed regulations several times. Then when viewed from the skills or competencies of teachers, Civics teachers need to master the material in depth (professionally) and establish effective communication with students and other subject teachers (social) to carry out the Pancasila Student Profile Strengthening Project.

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