

**Strategies for Formation of Student Personality from
a Merdeka Curriculum Perspective**

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ABSTRACT: Strengthening national character is vital to the quality of a generation. The government needs to establish character education policies that are relevant to be put into practice today. The independent curriculum offers a simpler and more ideal educational concept that places teachers and students as subjects in learning activities. This research aimed to study whether the independent curriculum strengthens national character, and to what extent. This research was conducted using the library method through a qualitative approach, with the data analysis done using content analysis techniques. Research findings show that the character-strengthening strategy in the Merdeka curriculum is contained in the Pancasila Student Profile concept with a series of curriculum policies including the educational ecosystem, teachers, pedagogy, curriculum, and assessment systems. Strengthening the Pancasila Student Profile is actualized in students' daily lives through school culture, intracurricular learning, Mission for Establishment Pancasila Student Profiles (P5), and interest and talent growth activities (extracurricular). Meanwhile, the values contained in the Pancasila Student Profile include faith and devotion to God Almighty, noble character, global diversity, cooperation, independence, critical reasoning, and creativity.

Penguatan karakter bangsa penting untuk membentuk generasi yang berkualitas. Karena itu, penting bagi pemerintah menetapkan kebijakan terkait pendidikan karakter yang relevan untuk dipraktikkan di masa sekarang. Kurikulum saat ini, yakni kurikulum merdeka menawarkan konsep pendidikan lebih sederhana dan ideal yang menempatkan guru dan peserta didik sebagai subjek dalam kegiatan pembelajaran. Karena penulis ingin menganalisis strategi penguatan pendidikan karakter dalam kurikulum merdeka untuk mengetahui bagaimanakah kurikulum memajukan penguatan karakter peserta didik. Penelitian ini dilakukan dengan metode kepustakaan dengan pendekatan kualitatif, lalu data dianalisis dengan teknik analisis konten. Temuan penelitian ini menunjukkan bahwa strategi penguatan karakter dalam kurikulum Merdeka termuat dalam konsep Profil Pelajar Pancasila yang diwujudkan dalam serangkaian kebijakan kurikulum meliputi ekosistem pendidikan, guru, pedagogi, kurikulum, dan sistem penilaian. Penguatan Profil Pelajar Pancasila diaktualisasikan dalam keseharian siswa melalui budaya sekolah, pembelajaran intrakurikuler, Project Penguatan Profil Pelajar Pancasila (P5), dan kegiatan pengembangan minat dan bakat (ekstrakurikuler). Sedangkan nilai yang termuat dalam Profil Pelajar Pancasila meliputi beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, kebinekaan global, bergotong royong, mandiri, bernalar kritis, dan kreatif.

Keywords: *Strategy, Character Strengthening, Students, Freedom Curriculum.*

INTRODUCTION

A Merdeka curriculum is a curriculum that offers learners free space to explore their abilities and interests. Indonesian's newest curriculum is called such, and the independent curriculum offers a simpler and more ideal educational concept that places teachers and students as subjects in learning activities (Cholifah, 2023). According to the Center for Assessment and Learning (Pusmenjar), the

independent curriculum has three objectives: creating enjoyable education, catching up with learning, and developing students' potential. The autonomous curriculum highlights the freedom of students and makes it easier for teachers to teach them (Yusuf Baruta, 2023).

The independent curriculum is introduced with fresh ideas that provide freedom in the carrying out of learning. So how does this curriculum promote the strengthening of students' character? With this background, the author wants to analyze strategies for strengthening character education in the Merdeka curriculum. In the history of the national core curriculum in Indonesia, it has experienced at least eleven dynamic changes. Starting from the pre-independence period with a simple form, and the independence period which was continuously refined, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and 2013 (Machali, 1970). The urgency of replacing the 2013 Curriculum with the Independent Curriculum can be seen for several reasons, one of which is that the 2013 curriculum is considered uncompromising and not capable of adapting to changes occurring in the world of learning and society (Gumilar et al., 2023).

The low quality of graduates marks a national education system that we cannot yet be proud of. Since 1992, reading skills have been a crucial issue and the main reason for curriculum changes. According to an international study by the Association for the Evaluation of Education of Educational Achievement (IEA), the average reading test for Indonesian elementary school students is around 51.7, below that of the Philippines. Observed students stated that they had difficulty with questions in the form of descriptions that required reasoning. The reading ability of elementary school students is ranked 38th out of 39 countries, while the mathematics ability of junior high school students is ranked 39th out of 42 countries.

More recently, the data from the Program for International Student Assessment research study in 2019 shows that the evaluation of Indonesian students is in an increasingly poor position. Most students find it difficult to apply simple literacy and numeracy to their problem-solving. This shows that there were limitations in the curriculum concept so far and learning practices that tend to be coercive. Therefore, Nadiem Makarim as the acting Minister of Education designed a new paradigm curriculum, the independent learning curriculum to restore learning in 2022-2024. The presence of this curriculum was also a response to the learning loss phenomenon due to COVID-19 and the 4.0 revolution (Joko Awal Suroto, 2022).

LITERATURE REVIEW

The pandemic outbreak smashed several countries and caused the government to issue an emergency status for the learning process to switch to online (on the network) during the duration of the national lockdown. Various learning technologies are also empowered when implementing emergency learning. Online learning, which relies on technology without direct interaction, has had several negative impacts, including a lack of teacher guidance, resulting in boredom and a decrease in learning motivation due to the impact of teachers' limitations in innovating and interacting directly in delivering learning material. Not to mention that students and parents of students are faced with limitations in accessing the use of platforms that support the learning process. Henrietta Fore, UNICEF Executive Director stated, that at least a third of children worldwide, or around 463 million children have difficulty accessing distance learning after school activities were stopped due to COVID-19. The large number of children whose education had been interrupted for months and without certainty indicates an emergency in the education sector. The lasting consequences of this situation will be felt, both economically and by society, for decades to come (Nafi'ah et al., 2023).

The government always tries to advance the value of education in Indonesia. Besides the results of studies, Indonesia has experienced a learning emergency for quite a long time. These findings also show disparities between countries and community units in Indonesia. This condition is getting poorer with the Covid-19 pandemic. Efforts to improve education quality naturally start from the education system, which continues to be developed and evaluated to improve education, with the curriculum as an integral part of said system (Tukiyo et al., 2022). The curriculum is a set of rules as a guideline for conducting learning. The existence of a curriculum is one of the tools for achieving educational goals in Indonesia. The Government of Education issued a new curriculum, namely the Merdeka Curriculum. The Merdeka Curriculum is a curriculum with diverse intracurricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies (Nafi'ah et al., 2023).

The newest curriculum that is currently being discussed in educational circles and has started being implemented in several forerunner schools is the Merdeka Curriculum. The independent curriculum is a curriculum that is implemented and based on developing student profiles so that they will live with the spirit and

values contained in the Pancasila principles. Through the Pancasila student profile, the independent curriculum continues to prioritize character education. Character education is very important and must be implemented in the world of education because it forms a moral national character which is one of the goals of the national education system. The student Pancasila profile in this case is intended to answer one huge question, specifically what generous of profile (competency) the Indonesian instruction system wishes to make (Mahmudah et al., 2023). In this context, the student of the Pancasila profile holds a competency formulation that complements the emphasis on achieving Alumnus Ability Values (SKL) of the educational entity in terminologies of personality development by Pancasila values. The student of Pancasila profile focuses on inside elements correlated to the uniqueness, philosophy, and principles of the Indonesian state, as sound as outside elements interconnected to the situation and encounters of lifespan for the Indonesians in the century confronting the mechanized revolution. 4.0 (Hamzah et al., 2022).

On February 11, 2022, the Government of Education, inaugurated the Merdeka Curriculum to replace the name of the prototype curriculum or drive school curriculum which is run for drive schools. Various comments emerged in response to the presence of the Independent Curriculum which is planned to become a nationally applicable curriculum in 2024. The new curriculum sometimes presents problems at the beginning of its implementation (Wahyudi, 2023). The problems that arise are related to the appropriateness of understanding of curriculum changes between curriculum developers and curriculum users. Many curriculum developments carried out by educational units are still just formal activities to complete administration to fulfill one of the school accreditation assessment criteria, instead of acting as a legitimate tool to smoothen the process of teaching and learning in classrooms and beyond (Amir et al., 2022). The implementation of the Formation Character Profile of Pancasila Students (PKP3) proposed in the Merdeka curriculum at the elementary school Ngaglik 01 was carried out in four stages, namely preparation, planning, implementation, and evaluation. The response and readiness of the elementary school Pendem 01 Batu and SD Negeri Ngaglik 01 Batu were very good. This is reflected in the preparation, planning, implementation, and evaluation that were carried out. School principals and teachers were prepared with a proper understanding of the characteristics of the curriculum in workshops, express education, and training. The plan that was carried out led to the six dimensions of the Character Profile

of Pancasila (P3) which were realized in intra-curricular, co-curricular, and extracurricular activities, and the actualization of school culture.

The independent curriculum was implemented as an effort to control and mitigate the learning crisis (learning loss) that was left after COVID-19. The Pancasila Student Profile has implications for creating individual student resilience. Its main goal is maintaining the noble values and morals of the nation, advancing the readiness of students to become world citizens, realizing social justice, and achieving competence in the 21st Century. Every student is a superior human resource, namely a lifelong learner who has global competence and behaves according to the values of Pancasila. The values of Pancasila themselves are not only understood but can also be practiced in the family and society. The implementation of the five pillars of Pancasila students is the hope of the Government of Teaching and learning to nurture the cultural values and positive habits that are inherent in students. This realization can be achieved when students can recognize, understand, and apply the six indicators in the student of Pancasila profile, both at school, at the workplace, and in everyday life. Likewise, the realization that the Indonesian state works to achieve in the future is a productive culture, a more open culture, and a culture of embracing each other to strengthen national unity and unity. Apart from that, this curriculum can certainly increase the value of each student in the future. But of course, apart from students, it is no less important for educators. To realize the initial goal of an effective Pancasila student profile, students must be encouraged to ask a lot of questions, and not be afraid to try and to create continuously. Teachers, as their main source for instructions and information necessary to accomplish such feat, must also transform to meet their needs. As such, the application of the Pancasila profile must also be practical to educators who are the main role models for students (Nafi'ah et al., 2023).

METHODS

Library use in the process with a qualitative approach. Qualitative research is a study that uses the background to reinterpret phenomena by involving various existing theories and methods (Anggito & Setiawan, 2018). Furthermore, a kind of study is a series of activities interrelated to methods of collecting data, rereading, and recording, also processing materials of study (Mestika Zed, 2014). Data is collected using documentation techniques, comprised of recording and/or retrieving data from existing documents or archives (H. Djaali, 2020). The information was then explored using substance analysis techniques, namely techniques for compiling inferences by identifying

special characteristics objectively and systematically (Zuchdi & Afifah, 2021).

FINDINGS AND DISCUSSION

According to the philosophical context, the independent curriculum contains a humanistic basis which is centered on personal freedom in self-actualization, a constructivist basis which emphasizes freedom in constructing students' knowledge and skills, and a progressivism basis which emphasizes teacher's freedom in optimizing students' potential (Daga, 2022). The concept of independence allows teachers to think freely to create a learning environment that students can enjoy. This curriculum concept is also designed to encourage students' independence to think and express themselves by maximally exploring the knowledge they need. Teachers first must have the freedom to think for them to be able to free their students to think. This concept is in line with Paulo Freire's opinion regarding educational liberation, namely that education must be able to make students feel the freedom of thought, especially the freedom to express their opinions (Madhakomala, 2022).

The Learning Implementation Plan is simplified to maximize teacher performance. The previously complex RPP components were streamlined into one page containing learning objectives, learning activities, and assessments (Rendika, 2022). In student admissions, the Independent Curriculum Policy still applies the 2020 PPDB which is technically more flexible (zoning system), prioritizing at least two things, namely the 30% achievement pathway student admission quota and the addition of a special affirmation pathway for KIP (Smart Indonesia Card) recipients (Sudarto, 2021).

On the other hand, the Government of Education, result no. 162 definite that the elementary program background includes core program, structure, outcomes, principles, and assessment. In its implementation, the independent curriculum consists of two main learning areas, namely intra-curricular learning which refers to students' learning achievements, and the 'Pancasila Profile which is based on Graduate Standards (SKL) (Syahrul Hamdi, 2022). Based on the dimensions of learning, the independent curriculum prioritizes differentiated learning which depends on the equality of learner success. The core of studying in the classroom is carried out for around 70%-80% of class hours, meanwhile around 20%-30% of class hours are used for co-curricular activities through the mission to support the Pancasila students profile (Zaki Mubarak, 2020).

The characteristics of an independent curriculum emphasize the development of student competence and character by studying important issues in real contexts. Therefore, the independent curriculum aims to increase the achievement of the Pancasila Student Profile Strengthening Project and build meaningful learning through developing aspects of skills and character by national values. This project is a form of educational reform that focuses on changing school culture (Desi Aulia, 2023). Education is the internalization of culture into students and society to create a civilized society. Education is not only a transfer of knowledge but also acts as a medium for cultivating values (Abdul Rozak, 2021).

In this case, national education must undergo restructuring, reconstruction, and transformation so that Indonesian students have democratic, superior, and productive competencies in the 21st century. The transformation of national education needs to start by prioritizing character development which goes hand in hand with strengthening intellect. The urgency of character education as natural resource development has been recognized for quite some time. This has been stated in Article 31 paragraph (3) of the Amendment to the 1945 Constitution, the Indonesian government orders and implements a whole national system that increases belief and strong piety as well as good morals to make more intelligent. Character as personality in education is also emphasized in No. 20 of 2003 concerning the National Education System which states that the development of the potential of students to become human beings who have faith and are devoted to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

The direction of character education policy in Indonesia that is contained in Presidential Decree No. 87 of 2017 is formulated as follows: PPK applies Pancasila values in character, especially including religious values, honesty, tolerance, discipline, working hard, creativity, independence, democratic, curiosity, national spirit, love of the homeland, respect, achievement, communicative, love of peace, like to read, cares about the environment, cares socially, and is responsible. The value of cooperation goes hand in hand with the value of tolerance and pluralism, while modern construction goes hand in hand with democratic values. Meanwhile, the values of national spirit and love of the homeland are characteristic of Indonesia. These values are expected to be embedded in students, so they must be pursued in the education system. The education system

should naturally be the main focus of character education (Praptono, 2020).

The implementation of character strengthening covers the entire system, including formal, informal, and non-formal. If implemented through formal education or school or madrasah-based management, strengthening character education (PPK) can be internalized through intra-, co, and extra programs of curriculum. Extracurricular is an activity of learning and teaching to fulfill the goal in the curriculum by regulations. Curriculum activities are organized to strengthen, deepen, or enrich intra-curricular activities. Meanwhile, extracurricular activities are to develop the character to increase an individual's potential, talents, interests, competencies, cooperation, independence, and personality to the maximum (Permendikbud No. 20, 2018).

It can be concluded that national character development is a national development stream where every development effort will have an impact on character development. The National Long-Term Development Plan for 2005-2025 (Number 17 of 2007) explains the realization of a solid, reasonable, noble, and ethical national character based on the philosophy of Pancasila, which is described by the various character and comportment of Indonesian people and society, have belief and devotion to Divinity Enormous, are righteous, and open-minded, work together, have a nationalistic spirit, advance vigorously, and science technology-oriented (Pemerintah RI, 2010).

This description leads to the concept of the Profile of Pancasila Student which concentrates on external factors interconnected to the ideological context, uniqueness, and archetypes of the country, confronts the Indonesian nation in the Century. Based on the 2020-2024 strategic plan, Pancasila Students are realized through a series of Freedom to Learn policies which includes the educational ecosystem, teachers, pedagogy, curriculum, and assessment systems. Regarding the ecosystem, the government will change practices and perspectives that restrict it, such as rigid regulations, burdensome school assignments, school management that focuses on internal affairs, as well as the involvement of parents and the community. The government will also change the paradigm of teachers as facilitators of learning. The culture in the educational unit that is needed in implementing profile projects can be narrowed down to three, namely open-mind, contented to learn new things, and cooperative. Meanwhile, regarding pedagogy, the government will change the standardization approach to a heterogeneous approach that can encourage teachers and students to explore science along with advances in technology. The Merdeka curriculum policy highlights the centrality of studying for students, so

this curriculum has the characteristic of being flexible, focusing on competency, character development, and soft skills (Praptono, 2020).

The presence of the profile is motivated by scientific advances, cultural shifts, variations in the living environment, and differences in the world of work in the educational and cultural fields. Its existence is expected to produce Indonesian students who have noble characters, have qualities that can compete globally, and can utilize a diversity of resources, experiences, and universal multicultural values (Aditid, 2021). Indonesian students are also expected to be able to collaborate with anyone and anywhere, be able to carry out tasks independently, reason critically, and be able to develop creative ideas. Therefore, the curriculum was revised to emphasize the form of implementing Pancasila values into learning at school or personal habituation (Kahfi, 2022).

The conceptual Pancasila profile can be easily instilled in elementary schools. This is because basic school kids have high interest and quick grasping power. Juliani & Bastian revealed that efforts to realize the Pancasila student profile are not only through the education system but also through society. Implementation of the profile of Pancasila students can be successful if there is collaboration between parents, students, and all agencies in society. Referring to law No. 56/M/2022, the mission to reinforce the profile of Pancasila students is a standard activity aimed at reinforcing the realization of capabilities and character by the Pancasila student profile based on the Standards of a graduate student.

Character and competence in the project must be actualized in students' daily lives through school culture, extracurricular learning, P5, and interest and talent development activities (extracurricular). Extracurricular learning is an action in the studying process related to subjects and curriculum structure. This extracurricular learning does not develop the potential of students because of limited time allocation. Therefore, to maximize students' potential, co-curricular and extra-curricular activities are needed.

Co-curricular activities are activities carried out outside of class (including holiday time) and during class hours to help students deepen and appreciate the material obtained in extra-curricular learning. Extracurricular is a program transmitted out by students external the classroom and outside of lessons (curriculum) that aims to help develop students' potential, both related to the application of knowledge and specific meanings to develop their potential and talents through various mandatory and optional activities. Meanwhile, school culture is a series of values related to behavior, traditions, daily

policies, and symbols practiced by the principal, teachers, employees, students, and the community around the school (I Ketut Suar Adnyana, 2022).

Implementation of the project to strengthen the profile of Pancasila students must fulfill holistic, contextual, student-centered, and exploratory principles. The holistic principle encourages studying a subject as an entire and seeing the interrelationships of several perspectives to study a topic in deepness. The related principle focuses project learning activities on real observations so that students can use the surrounding environment as the core substantial for education. The learner-centered principle underlies the learning scheme which encourages pupils to come to be learning subjects who can accomplish the education practice actively. The explorative principle opens up space for a structured and free activity of individual development and analysis (Susanti Sufyadi, 2022).

The concept of the Pancasila student profile is to the vision and mission of the Ministry of Education and Culture as stated in the Minister of Education and Culture Regulation Number 22 of 2020 concerning the strategic plan of the Ministry of Education and Culture for 2020-2024, that Pancasila students are the embodiment of Indonesian students as lifelong learners who have global abilities and behavior based on values the philosophy of Pancasila. These standards have principal characteristics, including belief and devotion to Allah SWT, good personality, global range, collaboration, freedom, analytical reasoning, and creativity. The first dimension, namely faith and devotion to God Almighty, contains the meaning of noble morals related to God Almighty. Indonesian people need to understand the teachings of their religion and beliefs and apply them in everyday life. The elements are religious morals, personal morals, morals towards humans, morals towards nature, and state morals.

The second dimension is global diversity. This means that Indonesian students maintain their noble culture, locality, and identity, and remain open-minded in interacting with other cultures to create a sense of mutual respect. Elements of this dimension are recognizing and raising the value of culture, putting in the ground folk message abilities in work together with others, mirror image, and obligation for familiarities of variety. The third element is teamwork. This means that Indonesian students can carry out activities together voluntarily so that the activities carried out can run smoothly, easily, and easily. These elements include collaboration between students, cooperation in positive areas in the context of mutual help, caring, and sharing.

The fourth dimension is independence. This means that Indonesian students are responsible for the process and results of their learning. The main elements are self-awareness of the situation at hand and self-regulation. The fifth dimension is critical reasoning. This means that students can objectively process both qualitative and quantitative information, build relationships between various pieces of information, and analyze, evaluate, and conclude information. The main elements are obtaining and processing information and ideas, analyzing and evaluating reasoning, reflecting on thoughts and thought processes, and making decisions. The sixth dimension is creative. This means that students can modify and produce something original, meaningful, and useful (Rusnaini et al., 2021). The elements are producing unique mindsets, constructing unique efforts and activities, and taking elasticity in intelligence as a result of different resolutions of troubles (Government of Education, 2022).

The Ministry of National Education states the principles contained in character education, namely sustainability, through all subjects, values are developed through the learning process, and the character education process is carried out by students actively and enjoyably. Therefore, teachers as the main actors in education must develop the dimensions of the Pancasila profile by referring to the level of psychological and cognitive development of students. Pancasila profile student learning provides students with the opportunity to learn in informal conditions, flexible, collaborative learning, and to be directly involved with the neighboring background to improve numerous capabilities. Apart from that, learning achievement is also influenced by the quality of the classroom climate created by the teacher. Project learning allows students to apply it so that they can observe, understand, and think about solutions to problems in the surrounding environment.

Personality instruction is the process of instilling character standards in group fellows which contains information, responsiveness, and action to actualize these standards, towards Allah SWT, any other people, the milieu, humans, and the nation to convert quality human beings. Teachers must be able to implement the five character values which are priorities for the establishment of personality education in the classroom as definite in the Government, namely religious which reflects belief in God Almighty, nationalist which places the interests of the nation and state above the interests of oneself and one's group, cooperation which reflects action. appreciates the spirit of cooperation and working together to solve common

problems, the integrity that makes him a trustworthy and independent person.

The stages that teachers take to instrument a task to reinforce the student's profile Pancasila include planning the project; facilitating students in carrying out projects based on their interests (facilitator); guiding students in carrying out projects, finding relevant issues, and directing students in carrying out sustainable actions (mentoring); provide information, knowledge and skills needed by students (resource persons); supervise student project achievements, provide ongoing advice to students, and carry out performance assessments during learning (supervision); as well as guiding students in discussions (moderator) (Sulastri, 2022).

At the project's planning stage to strengthen the profile of Pancasila students, the head of the education unit first forms a team of facilitators to implement the project for the entire class. Then, the head of the teaching and the facilitator team identified the level of willingness of the instruction unit to carry out the project according to its ability to project based on learning. The facilitator team then controls the emphasis dimensions of the profile and project matters to be developed in the next academic year. Education units can choose two to three relevant themes to be targeted and it is not recommended to choose many themes so that the project objectives are focused. The facilitator team also prepares the number of projects and their time allocation. The government has provided a theme for each profile project that will be carried out in educational units.

At the early childhood education (PAUD) level, the project aims to enrich insight and instill character from an early age. The themes set by the government are I love the Earth's "sustainable lifestyle", I love Indonesia's "local wisdom", we are all brothers "Unity in Diversity", and my imagination and creativity "Engineering and Technology". Meanwhile, the government has also determined six main project themes for elementary to vocational school levels based on issues in the 2020-2035 Roadmap, Workable Improvement Aims, and other files. The topics are workable, local insight, variety, building body and soul, the voice of fairness, industrial and machinery, entrepreneurship, and employment.

To help implement the project, the government distributed examples of project modules to support the profile of Pancasila students as references for educational units. Education units can develop project modules, modify them, or use the distributed modules from the government. The Pancasila student profile project module at least contains a unit profile, goals, events, and evaluations (Susanti

Sufyadi, 2022). Educators can also add other components to the teaching modules they compose. The project to strengthen the profile of Pancasila students is carried out flexibly and is not always adjusted to the objectives and materials of intra-curricular learning.

This project to strengthen the profile of Pancasila students is closely related to local wisdom. Community wisdom is full of personality formation for students so personality aspects become the main focus in achieving an ideal profile (Tajab et al., 2019). Students are expected to have personalities based on the local environment with the aim that they can manage the environment well when their turn comes (Setiawan et al., 2019). Freire stated that the new global capability paradigm has key elements, namely understanding and appreciation of culture, cross-cultural communication skills in relationships with other people, and reflection and responsibility for overcoming diversity (Sutrisno, 2023).

Local wisdom is often interpreted as a country's identity, natural identity to follow the steps, and adaptation of nature to the environment of the surrounding community. Local wisdom is a builder of human capital with noble character. Children are introduced to the cultural values of the surrounding environment not only because of curriculum demands but also because they are heirs of their own culture. Stimulating children requires a variety of knowledge and experience regarding local wisdom. This is because local wisdom contains values that are wisdom, full of wisdom, and good values to strengthen the feeling of love for local culture (Sutrisno, 2023). Values are defined as a form of affective aspect and are embedded in a person and as a whole constitute a system, where values are integrated into a unified whole.

The erosion of Pancasila values occurred due to the pressure of globalization which gave westernized culture access to the country. Unfiltered entertainment contains Western values which at times contradict Indonesia's values. Therefore, local wisdom should be internalized in education to preserve regional culture in the stream of global information. Education with a local dimension contains positive goals, including increasing students' knowledge about the local advantages of a region, the wisdom of that locality, and being able to compete at home and abroad. Referring to Permendikbud No. 22 of 2020 concerning superior human resources expected by the Independent Curriculum, students as lifelong learners will be equipped with global competence, while still behaving by the values contained in Pancasila (Chairiyah, 2017). Internalization of local wisdom is the direction and mission to reinforce the ideal profile of

Pancasila to form students with high character. It promotes a learning process that is linked to local wisdom in the surrounding environment, in the form of regional food, regional dances, and regional languages; a process that is also known as locally-based learning. To implement locally based learning, the education unit seeks to involve various sectors of society to be proactive and contribute as organizers of educational programs. Forms of local wisdom that can advance education include maintaining harmony between people, cooperation, and so on.

CONCLUSION

The independent curriculum emphasizes developing students' competencies and character by studying important issues in real contexts. The character-strengthening strategy in the Merdeka curriculum is contained in the Pancasila Student Profile concept which is then realized in a series of curriculum policies covering the educational ecosystem, teachers, pedagogy, curriculum, and assessment systems. Character and competency in the Strengthening Pancasila Student Profile project are actualized in students' daily lives, and interest and talent development (extracurricular). Strengthening the Pancasila Student Profile aims to shape Indonesian students as lifelong learners who have global abilities while also showcasing behaviors that are based on Pancasila values which include faith and devotion to God, noble character, global diversity, cooperation, independence, critical reasoning and creativity. To help implement the project, the government distributed examples of project modules to strengthen the Pancasila student profile as a reference for educational units by adding other components to the teaching modules by teachers.

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