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Pancasila Student Profile as Achievement Merdeka Belajar on Program Guru Penggerak

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Abstract: The condition of education in Indonesia is currently a very serious concern, especially by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia. The education system that is considered to have poor quality ultimately forms students who are low in competence and have bad character. The industrial revolution 4.0 requires students to have the ability to interact with modern technology. However, the era of digitalization has changed the culture of social interaction to become less important, thus changing the eastern character of the Indonesian nation. This problem must be changed and returned to the real philosophy, namely by creating the right strategy through education. The Ministry of Education, Culture, Research and Technology of the Republic of Indonesia overhauled the education system by carrying out the principle of Merdeka Belajar which has a comprehensive implementation stage at all levels of education, one of which is through the Program Pendidikan Guru Penggerak with the final achievement of Strengthening the Pancasila Student Profile. This research is a qualitative study by collecting data from various books and journals as well as through field observations. The results show that the implementation of Freedom to Learning in schools is in accordance with the Indonesian educational philosophy as conveyed by Ki Hajar Dewantara, namely holding the principle of freedom of thought and innovation for teachers and students, providing a fun and student-centered learning atmosphere. Guru Penggerak is one of the agents carrying the mission of Merdeka Belajar who becomes a leader in learning and mobilizes other teacher learning communities to innovate and encourage students to develop according to their talents so that the Student Profile is realized according to the noble values of the Indonesian Nation, namely the Pancasila Student Profile which has a strong character, globally competitive and dignified.

Keywords: education, merdeka belajar, guru penggerak, pancasila student profile

1. Introduction

The condition of education in Indonesia is currently the most important spotlight nationally and even internationally. There have been many studies and scientific writings that discuss the condition of education in Indonesia. Education in Indonesia can be said to have experienced a deviation from the educational philosophy that was instilled in the beginning by the Father of Indonesian Education, Ki Hajar Dewantara. The era globalization has changed the paradigm of social life which also affects the character of life between humans and other humans. A life that is dominated by a digitalized culture has made a person "limited" the space in interaction with other people. Dewi (2019) states that in this globalization era, social spaces are getting narrower along with the existence of very intensive electronic spaces. In this era,

individuals are increasingly separated and differentiated according to their relative group models. Interpersonal relationships become less important in life as the emotional empathy for each individual decreases.

This issue certainly changes most aspects of the character of the Indonesian people's life, which basically has a special eastern character. To restore the main character of the Indonesian nation, it must be supported by the right strategy, namely through education. Education is the main benchmark for forming an ethical society, thus forming a strong and dignified nation. In addition, educational institutions also play a role in the formation of intelligent, moral people, have the motivation to live and the spirit to develop science and technology (Dewi, 2019). The digital era that characterizes the globalization of civilization requires a strong type of character from its human beings, so that the negative impacts that arise in this era can be suppressed by optimizing the positive impact with the support of human beings with character.

The importance of the correct concept of education for the description of life in Indonesia, demanded the government, especially the Ministry of Education, Culture, Research and Technology of The Republic of Indonesia at that time, to overhaul the principles of education to be applied at all levels of school, namely carrying the slogan of Merdeka Belajar which was implemented at all levels of education both for teachers and students. One of the stages of Merdeka Belajar that is focused on teachers as educators is the Program Pendidikan Guru Penggerak, where this activity is an embodiment aimed at achieving the Merdeka Belajar, namely realizing the Pancasila Student Profile.

2. Methodology

This research is a qualitative research with reference to the study of literature and direct observation of the object under study. This research begins by collecting data from various sources, both books and scientific journals, then primary data is carried out by carrying out direct observations in the field, including the implementation of learning in schools, the implementation of Guru Penggerak Candidate education and interviews, also interactions with educators. The data obtained from the research results are used to answer the research focus as follows how the implementation of Merdeka Belajar in learning in schools as the concept of freedom of thought and innovation. what the role of the Guru Penggerak in realizing the achievement of the Pancasila Student Profile in Merdeka Belajar.

3. Research Results

3.1. Merdeka Belajar

Merdeka Belajar is a mechanism that provides freedom for teachers and students to freely determine the learning system in the hope that ongoing learning can provide fun and comfort for students, so that real learning and educational goals are achieved. Merdeka Belajar is a concept of freedom of thought and innovation, of course, still refers to the applicable curriculum. The principle of freedom in learning will shape the character of students who are active, critical, creative and innovative in learning, produce real works, dare to appear to express their opinions and form strong good characters. Meanwhile, the teacher takes part as a driving force inside and outside the classroom to form learning that accommodates the needs of students in learning and innovating (Ainia, 2020).

Merdeka Belajar is a policy launched by the Minister of Education, Culture, Research and Technology of the Republic of Indonesia to return to the goals of the national education system whose essence still refers to the UUD 1945 where the education method is by giving schools, teachers and students freedom to innovate, free in independent and creative learning methods, and all of these activities must start from the teacher as a driver of national education (Sihombing et al., 2020). So far, education still prioritizes teachers giving lectures to students in front of the class, walking in one direction so that students only listen, listen and take notes on the teacher's explanation. This method will cause boredom for students. They are not used to thinking to formulate a problem and how to solve the problem in a science they learn. Students are also always haunted by the minimum completeness of a subject. Academic achievement is based on the amount of grades and rankings obtained after completing assignments and tests in class. This rule makes children as students very burdened, as well as guardians of students also feel the burden when their children do not get grades according to the specified standards. The concept of Merdeka Belajar provides an impetus to provide an independent and fun learning feel for students without leaving the essence of learning itself (Ainia, 2020).

The results of previous research assessed that Merdeka Belajar refers to a certain flow of educational philosophy, namely progressivism which emphasizes the independence and flexibility of educational institutions in exploring the capacity, intelligence and potential of students in a natural, flexible, democratic and fun way (Mustaghfiroh (2020).

Merdeka Belajar proclaimed by the Ministry of Education, Culture, Research and Technology is in accordance with the principles of thought of Ki Hajar Dewantara as the Father of Indonesian Education as well as the first Minister of Education of the Republic of Indonesia who stated that the principle of education is to guide all natures that exist in children, so that they can achieve the safety and happiness that as high as human beings and as members of society. Every child is not a blank white paper that can be drawn on a picture like the wishes of the teacher or his parents, but the child has had his nature as a human since birth. A teacher is in charge of guiding the child (in this case the student) to find his nature and accompany him to achieve the highest happiness and safety according to his nature (Rafael, 2021).

Understanding the concept of thought as outlined by Ki Hajar Dewantara is clearly stated that education must provide freedom for all elements involved in education itself, both schools, teachers and students. Merdeka Belajar is a program that is implemented to restore the true principles of education, namely education that carries freedom and happiness as the philosophy contained in Ki Hajar Dewantara's thoughts. Merdeka Belajar in its realization has the concept of servitude to children, meaning that education is student-centered. Education must pay attention to what is needed by students according to the nature of nature and the nature of the times that surround the development of the child himself (Rafael, 2021).

2.2. Guru Penggerak

Guru Penggerak is one of the stages or part of the Merdeka Belajar policy which aims to reform the goals of education or is referred to as an agent of educational transformation in Indonesia (Satriawan, et. al., 2021). Education that has been running in Indonesia so far is considered to have very poor quality. The education system only shackles teachers as educators who collide with the administrative affairs of learning

that are so piled up, students learn with the shadow of the minimum completeness of the values obtained until the teaching model is centralized to the teacher (Nagri, 2020)

Changes must be made to the education system in Indonesia and must run in synergy between principals, teachers and students. Guru Penggerak program was formed to uncover the potential of teachers in teaching and educating their students, as well as increasing the independence of students in learning. Guru Penggerak is the most important part as the implementation of Merdeka Belajar. Guru Penggerak are also agents of educational transformation for the better. Guru Penggerak is the fifth episode of the launch of Merdeka Belajar program from the Ministry of Education, Culture, Research and Technology. As stated by the Minister of Education, Culture, Research and Technology, Guru Penggerak is an identification and training program for teachers aimed at future education leaders, prospective school principals, school supervisors and trainers of training programs. Through the Guru Penggerak program, teachers have been named as agents of reform who have a very important role in transforming school culture to be better and of higher quality as well as superior and innovative (Makarim, 2020).

Teachers need high creativity or the courage to do trial and error in producing positive changes from their assignments. Teachers who are brave and able to innovate in carrying out their functions, even from the smallest things, are called Guru Penggerak and the key to the success of innovation lies in their willingness to experiment on their assignments. The Minister of Education as the policy holder provides the widest opportunity for educators to implement the idea of Guru Penggerak through the concept of "Free to learn". Innovations that can be carried out by a Motivating Teacher include (1) inviting students to discuss, (2) providing opportunities for students to become peer tutors in learning, (3) designing collaborative projects, (4) discovering student talents and (5) helping teachers who experience problems. difficulties in carrying out their duties as teachers and educators. For example, a teacher plays his main role as an innovator in encouraging and managing the teacher learning community so that the learning process develops, both from the aspect of applying values, building a learning atmosphere, and implementing an effective learning process (Farhan et. al., 2021).

Program Guru Penggerak is an initial initiation to realize free to learn. The presence of Guru Penggerak in schools from the beginning was intended to change the school culture by involving the power of resources from within the school itself and not from external forces (resources outside the school). Every transformation process that is taken from within the organization such as Program Guru Penggerak will strengthen the driving force of change while reducing resistance or resistance to change. The Mover Teacher as a driver of the transformation of Indonesian education is expected to be able to support the growth and development of students holistically, so that they develop into Pancasila students, become trainers or other teacher mentors in student-centered learning, and become role models and agents of transformation for the educational ecosystem (Satriawan, et. al. 2021) .

2.3. Pancasila Student Profile

As we all know that Pancasila is the State Foundation that must be implemented in the life of every Indonesian citizen as the foundation and guide of his life. Pancasila is not limited to the context of knowledge that can only be memorized, but must arrive at how it is applied in real life. Therefore, the education system in Indonesia should lead to the formation of students based on the spirit of Pancasila, namely students who are able

to think critically, comprehensively and proudly of their identity as Indonesian children (Sulistiyati, et. al., 2021).

The profile of Pancasila Students in Indonesia consists of 6 pillars, namely 1) Faith, fear of God Almighty and noble character, 2) Independent, 3) Mutual Cooperation, 4) Global diversity, 5) Critical reasoning and 6) Creative. The six pillars should be comprehensively integrated in the implementation of learning in schools. This activity requires extra creativity from a teacher in managing learning in order to grow the souls according to the pillars of the Pancasila Student Profile (Sulistiyati, et. al., 2021).

The complicated problem that occurs in Indonesian children today both inside and outside school institutions is moral degradation. Data on child behavior deviations compiled by the Indonesian Child Protection Commission has increased in recent years, including cases of brawls, bullying, narcotics abuse, drug dealers, cigarettes and liquor, sexual crimes and the use of cellphones for pornography purposes (Saptaria & Setyawan, 2021; Sari & Setiawan, 2021; W. H. Setyawan, 2016). This attitude towards children's problems certainly demands the extra role of educational institutions involving all aspects of the school and the environment to form individuals who have superior character qualities. Therefore, the Ministry of Education and Culture carries the mission of Intelligent Character in realizing the Pancasila Student Profile which begins with establishing a Character Strengthening Center by the government, in this case the President (Juliani and Bastian, 2021; Karyoto et al., 2020).

The Center for Character Strengthening explained that the values of Pancasila are very relevant to be applied by our young generation in facing the development of the times, so that the Pancasila Student Profile which is one of the policies of the Ministry of Education and Culture becomes the center of efforts to improve the quality of national education that needs to be revived and become part of the culture of the education unit. The Pancasila Student Profile also answers the urgency of readiness to become global citizens, the embodiment of social justice, and the achievement of 21st Century competencies based on the noble values and morals of the nation (Rusnaini, et. al., 2021).

4. Discussion

4.1. Implementation of Merdeka Belajar in Learning

The implementation of learning that is currently taking place in educational institutions at all levels must adhere to the principle of Merdeka Belajar, where every learning activity organized by the school and led by a teacher must bring a pleasant atmosphere to students, provide freedom of thought and innovation and provide the widest possible opportunities for participants. students to understand each learning material and other fields that they enjoy (W. Setyawan, 2017; Setyawan et al., 2016).

The implementation of Merdeka Belajar that has been implemented in educational institutions includes:

1. Ujian Sekolah Berbasis Nasional (USBN) is replaced by the implementation of examinations or assessments which are carried out directly by the school with several methods including written tests, assignments both individually and in groups which are carried out comprehensively.
2. Abolishing the Ujian Nasional and replacing it with the Asesmen Nasional (AN) and Asesmen Kompetensi Minimum (AKM) which are carried out at the Elementary to Middle Education level. AKM carries 2 parts of assessment to measure students cognitive abilities, namely reading literacy and numeracy. AKM is part of the AN

which also consists of other assessments, namely a character survey and a survey of the learning environment. The implementation of the AN and AKM has been carried out in the 2021/2022 academic year.

3. Making a simple Rencana Pelaksanaan Pembelajaran (RPP). RPP is an administrative obligation carried out by teachers before starting learning, where the RPP contains competencies according to the syllabus, learning methods to assessment guidelines. For years, RPP has been made and requires a lot of time because it has to pay attention to the content of the RPP itself according to the rules that have been set. However, in the current implementation of Merdeka Belajar, the RPP only needs to be made in 1 sheet in each meeting.
4. Changes in the rules for Penerimaan Peserta Didik Baru (PPDB) in 2021. PPDB in 2021 provides wider opportunities for zoning and affirmation pathways. Furthermore, local governments are given the authority to determine the final proportion and determination of zoning areas.
5. The Program of Candidate Guru Penggerak. This activity has been carried out until batch 4 with the aim of forming teachers who act as agents of educational transformation, student-centered learning leaders, implementers of the program Merdeka Belajar and intensively in strengthening the educational ecosystem.

Merdeka Belajar can be held with various activities contained in the implementation of learning and school activities, including:

1. Implement the group discussion method in class, so as to stimulate students to carry out active learning, be free in compiling discussion material by obtaining material from various sources, training self-confidence in expressing opinions, practicing making concepts, solving problems and having managerial ability in groups.
2. Finding the potential of students through competitions between classes in both academic and non-academic fields, then assisting them in developing their potential by including them in school organizations, extracurricular activities, participating in various competitions and providing opportunities to become tutors for their colleagues.
3. Provide project activities in project-based learning based on local wisdom of the surrounding environment.
4. Conducting learning with the educational play method.
5. Conducting learning with the blended learning method, which combines online and offline methods, thus providing flexibility for students to carry out learning methods.
6. Facilitating students' creative ideas by providing assistance and self-development by connecting them widely so that creative ideas can be accepted and benefit the community.

The concept of Merdeka Belajar education is related to and in accordance with Ki Hajar Dewantara's thinking, namely education must encourage student development, namely teaching to achieve change and benefit the community. The essence of Merdeka Belajar is freedom of thought aimed at students and teachers so as to form the character of an independent soul because they can explore knowledge from their environment. Merdeka Belajar encourages caring nature because they learn directly from the environment, so that they are confident, skilled and adaptable to the environment wherever they are (Ainia, 2020). The learning process by applying the principles of Merdeka Belajar will form good character and character for students, so that the

ultimate goal of Merdeka Belajar, namely the achievement of the Pancasila Student Profile can be realized.

4.2. The Role of Guru Penggerak in Creating Access to Pancasila Student Profile

Guru Penggerak is an episode of Merdeka Belajar program that aims to shape teachers to become agents of educational transformation in Indonesia. Since 2020, the Ministry of Education and Culture through the Directorate General of Teachers and Education Personnel (Ditjen GTK) will recruit 405,000 teachers until the end of 2045.

The recruitment of Guru Penggerak is carried out in several stages of selection, namely administrative selection by uploading the required documents then presenting writings by making essays about various activities and innovations carried out in schools and communities. The next stage is the selection of teaching simulations and questions and answers by examiners. Next is the interview selection to account for the essays that have been written by the prospective participants. Furthermore, for participants who pass the selection stage, they will carry out the education of prospective Motivator Teachers for 9 months with various stages of education, both online through the Learning Management System (LMS) and offline through individual mentoring by practical assistant teachers and workshops.

Guru Penggerak is required to be able to make a real contribution to education, especially as a leader in learner-centered learning. The role of Guru Penggerak as an agent of change and educational transformation, among others:

1. Creating creative learning media or designs to support a fun learning process for students. The learning media must of course be interesting and incorporate elements of technology in accordance with the demands of the current 4.0 industrial revolution and adapt learning to be carried out according to the needs of industrial work, especially in vocational education.
2. Have a broad understanding and discourse to support learning activities that stimulate students to always think critically, innovatively and creatively and solve problems with good communication.
3. Able to balance the demands of the times with the cultivation of a strong character for students, so that they are able to develop according to the times and still have a strong character in accordance with the ideology of the state, have overall competence and are balanced with good character values.
4. Be a role model and have the fighting power and bring good changes to the education ecosystem, both within the institution and other institutions.
5. Able to synergize and collaborate and mobilize other teachers to continue to innovate in order to improve the quality of competitive education.
6. Able to manage learner-centered learning and move students to be able to develop themselves according to their talents in order to obtain the highest happiness and safety.
7. Establish good communication and mature personality with all supporting elements, namely the academic community at school and parents/guardians of students.
8. Always reflect and evaluate continuously in learning.

The role of the Guru Penggerak is very broad and comprehensive, not only moving students, but must have a leadership spirit to move other teachers as teachers as well as educators who are always innovating. The most important role of the Guru Penggerak is to realize the achievement of the Pancasila Student Profile with its 6

pillars, namely Faith, fear of God Almighty and noble character, Independent, Mutual Cooperation, Global Diversity, Critical and Creative reasoning. These dimensions indicate that the Pancasila Student Profile does not only focus on cognitive abilities, but also attitudes and behavior according to the identity of the Indonesian nation and citizens of the world. Students must be given the opportunity to study themes or issues that are currently developing, including the industrial revolution 4.0, anti-radicalism, regional culture, entrepreneurship, mental health and democratic life. The Pancasila Student Profile is to build strong characters for students who are built in everyday life and brought to life in each individual through school culture, intracurricular learning, projects to strengthen the Pancasila Student Profile and Work Culture, as well as extracurricular activities (Sufyadi, et. al., 2021).

5. Conclusion

Merdeka Belajar is a program launched by the Ministry of Education, Culture, Research and Technology by carrying out the principle of freedom of thought and innovation for teachers and students which refers to the philosophical thoughts of Ki Hajar Dewantara. The learning process must be fun, not tied to academic achievement and develop students' talents according to what they enjoy. The realization of Merdeka Belajar is supported by Guru Penggerak which acts as a leader in student-centered learning, moves students to be willing and able to develop themselves to face the demands of the times and mobilizes the learning community of teachers and schools. Guru Penggerak become agents of educational transformation in Indonesia with the ultimate goal of inculcating competitive values of character and good manners through Strengthening the Pancasila Student Profile.

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