

Implementation of Indonesia Language Learning in (P5) Independent Curriculum at Muhammadiyah Middle School

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Abstract

This research aims to describe the implementation of Indonesian language learning in the (P5) independent curriculum at Muhammadiyah Middle Schools. This research uses a qualitative descriptive approach. The author uses a descriptive approach because the method is to examine and explain the findings that have been obtained to be described. The subjects in this research were Indonesian language subject teachers. Data collection was carried out using observation, interviews, and case study techniques. Data was analyzed after inspection. The results of the examination revealed challenges, obstacles, and strategies for learning Indonesian in the Pancasila student profile of the independent curriculum. The results of this research show that: (1) There are challenges and obstacles to implementing the Pancasila student profile. The challenge is mastering learning needs in the digital era and, lack of reference sources. Meanwhile, obstacles, namely no educational experience, low interest in literacy, and inadequate facilities require a lot of estimated time to work on the project; (2) Indonesian language learning strategies in the independent curriculum. There is a division of student learning styles and Pancasila student profile projects in Indonesian language learning.

Keywords: P5; Independent Curriculum; Implementation

Introduction

Changing times have brought many changes to the current school curriculum in Indonesia, to the point that the school curriculum has only been used for a few years. The curriculum since independence has undergone many changes and the most recent one used was the 2013 Curriculum which created an innovative curriculum aimed at overcoming various problems in education and training, as well as creating quality people. Education in Indonesia uses an independent curriculum which was introduced in 2020 during the COVID-19 pandemic. The curriculum was implemented during a transition period or educational solution which was currently receiving a lot of attention. The implementation of an independent curriculum designed by the government is expected to be able to improve the quality of education to produce good graduates and improve the skills of researchers, education, and students.

Educators play a very important role in implementing the program. Quality improvement is a safe, dynamic, and sustainable policy for the future (Arti Prihatini, 2022). Likewise, the role of teachers is important in implementing the independent learning policy. In independent learning, encouraging teachers and students to have the freedom to explore cognitive, affective, and psychomotor skills in an independent learning environment will require a good teacher role in implementing the curriculum (Daga, 2021). The independent learning movement has a goal, namely so that educators, students, and parents can have a pleasant atmosphere (Indonesia, 2019). It is hoped that through freedom of learning, educators and students will be able to think freely so that this can be implemented in educational innovation in delivering material to students. (Ainia, 2020).

Higher education is also reflected in the process of implementing learning through adjustments to actual situations and conditions so that educators can carry out their duties well (Aini & Andayani, 2023). The independent curriculum prioritizes students so that learning is more enjoyable and does not feel burdened by previously designed learning sequences. The independent curriculum allows students to choose subjects they like and do their best. In this case, the Ministry of Education and Culture has launched a motivation and learning independence program. The content of the independent curriculum has many elements that can strengthen students' character and skills. The content in question is learning at school, not only teaching theory but also teaching its application through projects. Students have the opportunity to develop through projects prepared by educators. Indeed, educators are free to determine what material to offer, but it is always on the needs of their students. (Amir et al., 2022).

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The advantage of this independent curriculum is that there are several projects that students must complete to be more active in self-exploration (Suwija, 2022). With the transition to this program, it is hoped that there will be cooperation between program stakeholders, agreement, and serious implementation so that Pancasila student notes can become a strong bond between students. Successful implementation of the independent curriculum can be achieved if school principals, teachers, and students can overcome existing challenges and obstacles so that learning in the independent curriculum can be implemented as effectively as possible (Susanti & Jakarta, 2023).

The independent curriculum is inseparable from the project to strengthen the profile of Pancasila students (P5), which is a form of effort to improve the quality of education to shape the character of students in Indonesia. The Pancasila Student Profile is a graduate profile aimed at students who demonstrate the Pancasila character. The application of Pancasila values in students is important to strengthen student character. The Pancasila student project is a learning-based activity that has direction and measures to realize the Pancasila Student Profile. Through these activities, educational units can apply certain thematic profiles determined by learning and skills needs. The application of Pancasila student profile values in language learning. The Indonesian independent learning program is important in increasing literacy. Apart from that, the current problem also lies in the low level of attention to reading and writing.

By implementing Indonesian language learning through Pancasila, students gain four skills or abilities. This is used as a benchmark for passing the assessment which includes writing, listening, reading, and speaking. The aim of studying literature is the ability to assess and understand the meaning of literary works. The science of education is successful in its aims, namely training students to be independent, have a sense of learning, have a democratic spirit, and have a sense of responsibility (Zzulfa et al., 2022). Literacy includes efforts to develop human potential, including intellectual, emotional, social, spiritual, linguistic, aesthetic, and adaptability to technological developments and information flows. (Suwandi, 2020)

Implementing an independent Indonesian language learning program can develop students' abilities and potential in diverse, expressive, critical, and creative learning. In this case, the approach currently used in primary and secondary education is textual, both written and oral. The application of independent learning in Indonesian language lessons involves all teaching material, this is very important and makes it difficult for teachers to differentiate material. Remember that Indonesian language subjects are important subjects because they are directly related to learning one of the identities of Indonesian society, namely Indonesian as a unifying language. (Sumaryanti, 2023). However, implementing the Indonesian independent curriculum has not been able to run smoothly and its implementation has not been carried out following the established independent curriculum guidelines.

This junior high school is a school that applies an independent curriculum with the name independent learning. The independent curriculum at Muhammadiyah Middle School has only been implemented for all class VII students in the 2021/2022 academic year, while classes VIII and IX continue to use the 2013 curriculum which has been established since they were in class VII in the previous academic year. This is done so that from the start when entering secondary school using the 2013 curriculum there is no difficulty in adapting. In contrast to the new curriculum, students need to understand and implement the curriculum according to what they know (Natshia & Abadi, 2022). An independent curriculum should have freedom in determining the strategies used and compiling teaching materials, but not with this curriculum because until now teachers have adapted and understood deeply using the independent curriculum.

The implementation of the independent curriculum is certainly a new experience for educators and students, the learning process from the 2013 curriculum to the independent curriculum. This curriculum does not require students' intellectual abilities and skills from one point of view or one value but looks at politeness and skills from other areas. Learning Indonesian in the Strengthening Pancasila Student Profile (P5) Project has new challenges for educators of Muhammadiyah Middle School students. Projects that have new experiences starting from the difficulty of teaching materials, and the learning methods used require educators to be more creative in developing learning tools. The motivation of this curriculum liberate thinking, creativity, and expression for educators and students through learning activities. Implementation of activities (P5) at Muhammadiyah Middle School prioritizes active and creative skills. Moreover, in the project (P5) Indonesian language learning does not simply create a project on that subject alone, but educators optimize and utilize it to collaborate with other subjects by choosing themes that suit the two subjects. The time required to implement this project (P5) is very tight, with a full-day school system, therefore the school is trying to implement this project in collaboration with the selection of an adapted theme.

The same problems at Muhammadiyah Middle School are also experienced in other educational units. On research (Natshia & Abadi, 2022) entitled "Analysis of Indonesian Language Teachers' Strategies in Implementing the Independent Curriculum at SMKN 11 Malang". This research states that the implementation of the independent curriculum experienced problems, this also had an impact on the project to strengthen the profile of Pancasila students (P5). In implementing this policy, educators have an important role because they know the situation and conditions in the school or learning environment. Educators say that there is still a need for gradual socialization regarding the implementation of the Independent Curriculum. There are similarities and differences in this research, the similarity is that this research examines the implementation of the independent curriculum in Indonesian language learning because as a new curriculum, there are many problems. The difference is that this research does not discuss the implementation of Indonesian language learning (P5).

Other research related to the implementation of the independent curriculum in Indonesian has been previously carried out by (Melani & Gani, 2023) research entitled Implementation of the independent curriculum in learning Indonesian at SMP Negeri 16 Padang. In this research, SMP Negeri 16 Padang has implemented an independent curriculum for Indonesian language learning since July 2022. This implementation is only implemented in class VII because it is not perfect or can be said to be fumbling about this curriculum. There were obstacles when implementing this new program, namely that it was still focused on old habits, implementation was less than optimal, and there were too many learning tools. Therefore, by implementing Indonesian language learning through the Pancasila student profile, students no longer only focus on text but can focus on four skills, namely writing, listening, reading, and speaking, as well as speaking and presentation. In the independent curriculum, the goal or achievement of learning Indonesian is to help educators become more creative, and innovative and update their ways of teaching and interacting. The application of Indonesian language learning in the independent curriculum concept aims to make learning activities more creative and multimodal.

Research Methods

The research was conducted using a qualitative descriptive approach. Aims to explain and describe the implementation of Indonesian language learning in the (P5) independent curriculum at Muhammadiyah Middle Schools. The author uses a descriptive approach because the method of studying and explaining the findings that have been obtained is to be described.

The research was carried out at SMP Muhammadiyah 1 Kartasura because this SMP has applied the independent curriculum to Indonesian language learning. The research subjects were Muhammadiyah Middle School Indonesian Language Teachers, regarding the implementation of Indonesian language learning in the independent (P5) curriculum. The implementation of this curriculum coincides with school field introduction (PLP) activities. Data collection was carried out using observation techniques, interviews, and a literature review.

The first data collection technique is observation, carried out by observing objects (Indonesian Teachers and students) during classroom learning; The second interview technique is carried out by asking questions needed for research purposes through a question-and-answer session between the interviewer and the source orally and face to face. The third technique is literature study, namely looking for sources that are related to journals and articles.

Results and Discussion

Result

The implementation of the independent curriculum program is a form of effort to overcome the decline in learning in Indonesia due to the pandemic. The existence of an independent curriculum that complements the previous curriculum provides hope for revitalizing student learning by paying attention to the importance of learning and the individuality of each student (Ahmad et al., 2023) This can be seen from the freedom given to teachers to manage the education system and adapt it according to the knowledge obtained by students (Mustaghfiroh, 2020). Muhammadiyah Middle School implements an independent curriculum in the 2021/2022 academic year. The existence of independent learning provides freedom for educational institutions, teachers, and students to develop their potential based on the achievements and abilities of their students.

This independent curriculum aims to create a focus on developing students' personalities because the education system in Indonesia has so far emphasized the knowledge aspect, rather than the skills aspect. (Setyaningsih et al., 2023). The implementation of the independent curriculum in schools is found in all learning, especially Indonesian language learning. Muhammadiyah Middle School has implemented an independent curriculum for learning which is quite good. However, the school is still trying to overcome the obstacles encountered during the implementation process. The implementation of the curriculum in Indonesian language learning has gone well by collaborating with other subjects.

Challenges and Obstacles to Implementing the Strengthening Pancasila Student Profile Project (P5)

Based on the results achieved in schools implementing the independent learning program, educators face several challenges in implementing the values of the Pancasila student profile in Indonesian language learning. The following table of teacher interview results can be described as follows.

Table 1. Teacher Interview Results

Location	Muhammadiyah 1 Middle School Kartasura
Goals to be achieved	Application of P5 in Indonesian
Situation	<ul style="list-style-type: none"> - Problem: lack of teacher experience regarding p5, inadequate facilities and infrastructure - Help analyze things that are lacking in project implementation - What are the roles and responsibilities in this situation: as motivation for students
Obstacle	<ul style="list-style-type: none"> - No educational experience - Low interest in literacy - Facilities are inadequate - Requires a lot of estimated time to work on the project
Action	<ul style="list-style-type: none"> - Provides a Pancasila student profile theme Namely entrepreneurship, local wisdom, and Pancasila democracy - Projects do not stand alone, they are carried out in collaboration - Assistance during the project creation process
Results and Impact	<ul style="list-style-type: none"> - There are changes in student learning - Able to work together as a team and work together - Get to know new things about the independent curriculum

Based on table 1 above, explains one of the obstacles in implementing (P5) in learning Indonesian. In this case, the support and sympathy of teachers in completing this independent curriculum project are inseparable, a project that requires an estimated time to complete and challenges from various other subjects. Projects (P5) are intracurricular activities that must be carried out and are a school obligation. The challenges and obstacles in implementing the project to strengthen the Pancasila student profile (P5) in Indonesian language learning are as follows.

1. Challenge

a. Mastering Learning Needs in the Digital Era

The era of increasingly rapid technological development and continuous innovation means that learning needs in the world of education continue to change. The independent curriculum requires teachers to be proficient in using digital technology to meet students' learning needs in the classroom. Teachers need to understand and monitor current developments so as not to fall behind in meeting students' needs. Having a learning process using digital technology will certainly help teachers achieve their learning goals in the classroom, with the learning process no longer being traditional or manual but using modern materials. This independent curriculum implements project-based cross-school activities, challenging teachers to exchange ideas about projects to be implemented by the Pancasila student profile.

The way to improve teacher skills related to learning needs in the modern era is by making efforts to master learning media that attracts students' attention with its technology. Therefore, technology is also applied to Indonesian language learning at Muhammadiyah Middle School and there are projects that students will work on. The teacher has chosen what projects the students will work on, namely procedure texts. During the learning process, educators use the same learning strategies as before but are more modified with learning outside the classroom. The learning process begins with providing material regarding descriptive text and all examples related to descriptive text. Why is that? Because students are still fixated on the learning system, it must be explained first, this is due to a lack of interest in literacy. The type of learning carried out starts with procedure texts, simple procedure texts, and complex procedure texts. Students are asked to make products using these various texts. This step is taken so that the technology-based learning process can be utilized in the learning process.

b. Reference Source Limited

When implementing the independent curriculum project, teachers experienced difficulties, including limited reference sources for implementing Indonesian language learning projects. This limitation is due to the lack of extensive information regarding independent research programs. Schools do not yet have textbooks for teachers and students, so learning must continue to adapt to circumstances. Therefore, teachers continue to research and look for learning information that is suitable for the independent curriculum. The independent curriculum does not only focus on textbooks but can also use audio-visual materials, slides, or documents. Education is compiled by teachers from many other reference sources. This limitation creates difficulties for students because there are no textbooks. This happened because students were previously used to focusing on textbooks provided by the government.

2. Obstacle

a. Lack of experience regarding the Independent Curriculum

One of the challenges for educators in implementing the independent curriculum strengthening project (P5), is the personal experience factor of the educator. Teachers' readiness to implement the independent curriculum is still lacking because teachers' readiness to implement this curriculum is not only about knowledge but about understanding and suitability for classroom learning. (Putri Eka Puspitasari, 2020). Not all schools implement the independent curriculum so information about this new program is still very limited. Therefore, teachers are required to continue studying and exploring the independent curriculum in schools that adopt the independent curriculum. Usually, at the start of implementation there

are already schools that are the driving force and have been trained in the independent curriculum, so many seminars and training are held to learn about the independent curriculum itself. In the process of implementing the independent curriculum, teachers need to increase their understanding of the current independent curriculum system. Low Literacy Interest.

During the Indonesian language learning process, educators continue to create learning tools, teaching modules, and learning outcomes for reference in the one-semester learning process. Apart from teaching modules and teaching materials, educators use textbooks for teachers and students. Very low interest in literacy is one of the obstacles to implementing the independent curriculum. Students are still used to a one-way learning system, so students still focus on the teacher's explanation without finding out for themselves from other reference sources. Therefore, the independent curriculum has the principle of independent learning with a system where students can learn on their own with many reference sources without depending on the teacher in class. Basic schools have libraries that can be used for academic and non-academic learning.

b. Inadequate Facilities

Learning facilities are a problem and affect the learning process. A good school requires good facilities and infrastructure. This is because the independent curriculum needs adequate facilities to carry out the project to strengthen the profile of Pancasila students (P5). If the school has sufficient facilities, the learning ability of most students will grow because the learning facilities are comfortable. Therefore, if students feel comfortable during the learning process with adequate facilities, they will easily understand the learning.

c. Requires a Lot of Time Working on Projects

Another obstacle felt by teachers and students is the estimated time to work on the Pancasila profile project. Therefore, many learning hours are reduced due to the independent curriculum process, even though the project is done on Saturdays it still takes a lot of time and reduces students' learning hours. In this project, the teacher focuses on teaching students about the practice of making the project. This project was developed based on certain themes determined by the government to strengthen the achievement of the Pancasila student profile.

The implementation of this independent curriculum creates a greater focus on the material and character development of students. Learning activities are based on projects to develop soft skills by the Pancasila student profile. Implementing the independent curriculum in teaching and learning activities requires creating fun and creative activities so that learning activities can foster students' positive attitudes towards learning. One way to achieve learning objectives is for students to understand the material presented. Teachers become a driving force for students to create superior and competitive human resources (Afriani et al., 2023). The school continues to strive for the implementation of this project by having and determining the theme that will be created in the process (P5). 6 profiles are the core of realizing the Pancasila student profile. Among them; 1) Have faith, be devoted to God Almighty, and have noble character; 2) Independent; 3) Critical Reasoning; 4) Creative; 5) Working together; 6) Global Diversity.

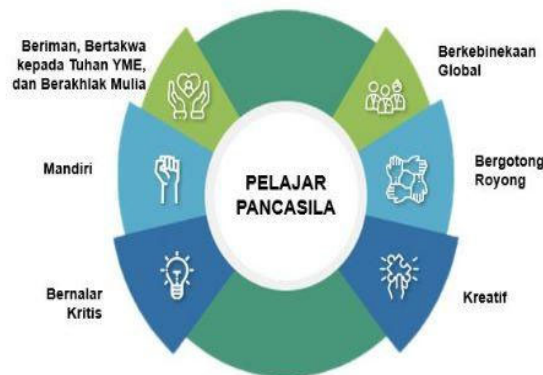


Figure 1. Pancasila Student Profile

Source: <https://ditpsd.kemdikbud.go.id/hal/profil-pelajar-pancasila>

Based on the image data above, one of the schools that has implemented the Pancasila student profile is Muhammadiyah Middle School. This school is a school that implements and has determined the theme of the Pancasila student profile project for students. (P5) has the aim of realizing the Pancasila student profile. The strengthening themes are Entrepreneurship, Local Wisdom, and Pancasila Democracy. Implementation based on this project can be done through familiarization activities or practical activities that apply the learning of the Pancasila student profile.

The theme of the project carried out by local wisdom is that students are taken to a place such as a tourist attraction to visit to see and get to know the empon-empon as a whole and taste the herbal medicine produced from the empon-empon. After students have a tourism degree upon arriving at school, students are asked to practice and make a report on the results of the tourism degree. The report is in the form of a scientific paper, the data is obtained from observations and goes directly to the field to get the data.

Students also have the theme of the Pancasila democracy project. The first step is for students to receive socialization at the Kartasura regional KPU to find out more about the democratic or electoral process. If among students it means the election of the student council chairman or IPM chairman, students carry out the election of the student council chairman with complete equipment, such as the election of regional heads, actually using the tools of the KPU. Starting with selecting the candidates for chairman and deputy IPM, then there was a debate between the candidates for chairman, and the results obtained were completely fair. From this project students can learn that completing a project on the democratic process is not easy, it requires cooperation and mutual cooperation to produce good output.

The third project theme is entrepreneurship, namely activities carried out by students, namely entrepreneurship carried out by class VII students by selling work or food and drinks that have been produced by students. The entrepreneurial concept is that students sell but those who buy also come from students and local teachers.

After holding interviews with the relevant teachers, implementation (P5) in Indonesian language learning was carried out by collaborating with other subjects. Because students are less active when learning in class, then it is applied (P5) in learning Indonesian does not solely stand alone to carry out projects to strengthen the profile of Pancasila students. Indonesian language teachers optimize and utilize it to collaborate with other subjects because a lot of time is needed while the estimated time for activities is tighter, schools with full-day schools find it more difficult to implement this independent curriculum because of limited time.

The Pancasila Student Profile was created to create lifelong students whose skills, character, and behavior are in line with values (Satria et al., 2022). Through the Pancasila Student Profile, individuals can reach a level of understanding and ideology of Pancasila values that suit their personality (Kurniawaty et al., 2022). The Pancasila Student Profile helps us understand the goals and vision of Indonesian education through its aspects and components. The profile value of a Pancasila student must be a student who is virtuous and virtuous. Graduate competency standards (SKL) are in line with national education goals. Every successful learning activity inside and outside the school must contain the values of the Pancasila Student Profile.

Indonesian Language Learning Strategies in the Independent Curriculum

By the policy of the Ministry of Education and Culture, each school continues to allow educational units to freely implement this curriculum. The Merdeka Belajar curriculum is an evolution of the previous program which addresses various internal and external challenges. The Merdeka Belajar program increases enthusiasm, strengthens program management, deepens and expands the material, strengthens the learning process, and adjusts the study load.

The Merdeka Curriculum is implemented in Muhammadiyah Middle Schools. The independent curriculum has the main skills that must be mastered: communication, discussion, collaboration, critical thinking, and creativity. A learning strategy is a plan that supports students in their learning efforts to achieve each learning goal. The independent direct practice Indonesian language learning program includes four language skills, namely reading, writing, listening, and speaking.

Plus the goal of studying literature is the ability to express and know meaning. When the objectives of learning the Indonesian language and literature are linked to an independent curriculum, it means that teachers can provide different variations of learning material so that students can develop according to their abilities. To understand the concept of learning, students need to concentrate at a high level, to know the student's learning style.

Teaching and language style are the actions of teachers and students in the learning process. Many failures in understanding learning are due to students' different learning styles. The learning style that students have, teachers must be able to adapt and arrange how learning can be received by students easily. Teachers are also happy because their students understand the material presented. Therefore, teachers must be able to locate and understand students' overall learning styles (Sucia, 2017). If students can understand their learning style, then they can find out their level of understanding of the subjects being taught (Setyani et al., 2022). The strategies used by teachers in learning Indonesian in the independent curriculum are as follows.

1. Distribution of Student Learning Styles
 - a. Auditory Learning Style

Teachers need to know their students' learning styles to differentiate learning in the classroom. Students with different learning styles cannot possibly experience the same learning process, otherwise learning will not be successful. Differentiated learning is carried out according to student's interests and learning habits. In essence, the auditory learning style is a style of learning through listening. The auditory learning style prioritizes the listener's senses, including providing audio-video accompaniment to the learning material and various materials displayed. Learning using hearing or auditory learning is more likely to be active in learning through verbal discussions because listeners understand the meaning through sound.

- b. Kinesthetic Learning Style

The kinesthetic learning style is a style of learning through movement, activity, and touch. This means that this learning style applies to students who use physics in the learning process. A person with a kinesthetic learning style will learn more when he moves through physical movements. A person with this learning style will more easily grasp

lessons when he moves, feels, or acts so that he can understand subtle meanings once his sense of taste has experienced subtle things.

c. Visual Learning Style

Visual learning style, namely a learning style that focuses on visual activities. A visual learning style helps focus and concentrate on the material being studied by looking, observing, or observing the subject (Abdul & Endang, 2019)

The habits that students have are various sets of understanding that students have, because of this the teacher must be more careful about the material that will be presented so that it can accommodate all of these learning styles. This type of learning style is caused by students' habits in individual learning activities and is carried over to learning in the classroom. Research that is similar to this description is research(Widayanti, 2013)entitled "The Importance of Knowing Student Learning Styles in Classroom Learning Activities". This research discusses the types of students' learning styles and the implementation of learning styles in learning. Widayanti's research describes in detail the characteristics and steps of learning according to students' learning styles.

Other research that is similar or relevant, namely research(Latifah, 2023)discussing the implementation of an independent curriculum that creates a learning style for students, Latifah researched and found that the learning style for class V at SDN Puwoyoso 04 produced a presentation of 52% visual, 29% auditory and 19% kinesthetic. Therefore, Latifah's research succeeded in concluding that learning styles for students are important and must be taken into account by teachers during the learning process.

Discussion

Based on the presentation of the results of the data previously explained regarding challenges and obstacles, as well as learning strategies in learning Indonesian using the independent curriculum at Muhammadiyah Middle School. However in the implementation of implementation (P5) there is a lack of estimated time during project implementation. Because the project implementation time (P5) coincides with student learning activities. Implementation (P5) in Indonesian language learning. Research (Ari Musdolifah et al., 2023) has similarities in researching the application of the Pancasila student profile in learning Indonesian anecdotal texts at SMK Negeri 3 Balikpapan. The research discusses the implementation of the Pancasila student profile values applied at the school. From value 1 of faith, devotion to YME, and noble character to creativity. Research at SMK Negeri 3 Balikpapan discusses the methods used to strengthen the profile of Pancasila students in learning Indonesian.

This research is almost similar to the article written by the researcher because basically, the researcher wrote about implementation (P5) in Indonesian language learning at Muhammadiyah Kartasura Middle School. The implementation of this project is not yet perfect, because Indonesia does not stand alone to carry out (P5) it must be able to collaborate with other subjects. With limited time and the chosen theme, the school decided to make the project (P5) into one unit. Apart from discussing the project (P5) in Indonesian language learning, the researcher discusses the strategies used by teachers to implement the Indonesian language learning process.

Implementing the independent curriculum in this school has its challenges, namely no educational experience, low interest in literacy, inadequate facilities, and requiring a lot of estimated time to work on projects. Despite the various obstacles experienced by educators, Muhammadiyah Middle School has successfully implemented it in the first year and can achieve it. Achievement can be felt by the implementation of the Pancasila student profile project program which has been implemented. Muhammadiyah Middle School created three projects that were implemented by students and accompanied directly by teachers, namely entrepreneurship, democracy, and local wisdom.

There are also obstacles in implementing the independent curriculum, which also occur in research(Miladiah et al., 2023) titled: Analysis of the Implementation of the Independent Curriculum in SMP Bina Taruna Bandung Regency. The obstacle encountered is understanding the concept of an independent curriculum by educators, students, and parents, which causes the independent learning process to not be fully realized according to the concept. Considering the obstacles above, SMP Bina Taruna tries to minimize the existing obstacles in implementing independent learning by providing the maximum possible facilities and choosing project topics that suit the capacity of the school, students, and teaching staff.

Implementing the independent curriculum to fulfill Pancasila values will have obstacles from the digital side, in this case, it is hoped that there will be a sense of nationalism in students. Hanum, (2019)revealing the use of digital in the world of education, a true Pancasila attitude can easily be instilled through the transfer of personality training values, especially strengthening faith, piety, and developing noble morals in the participants themselves. The implementation is carried out in activities to introduce holiday rituals, cultural understanding, and love of the homeland. The continuity of good learning can bring about changes in the level of thinking, behavior, and self-assessment of students to become more educationally appropriate, especially in the classroom.(Julianto et al., 2022)And(Amelia et al, 2020).

Conclusion

The Pancasila student profile attitude implemented at Muhammadiyah Middle School is already underway. There is a project (P5) that has been implemented and has three themes, namely entrepreneurship, democracy, and local wisdom. The process of implementing learning by strengthening the Pancasila student profile which is implemented at SMP

Muhammadiyah 1 Kartasura has a strategy, namely by collaborating with other subjects such as science. The projects implemented include learning. Differentiated learning is carried out according to the interests and learning habits of students, and auditory learning style, visual learning style, and kinesthetic learning style. With this in mind, the implementation (P5) of the independent curriculum in Indonesian language learning at Muhammadiyah Middle Schools must be further improved and well-prepared.

Based on the description above regarding the implementation of Indonesian language learning in the (P5) independent curriculum at Muhammadiyah Middle Schools, there are several challenges in implementing the Pancasila student profile project. Challenges and obstacles in implementing it in this school, (a) the challenges are 1) mastering learning needs in the digital era, in this challenge, teachers must continue to innovate and adapt to current developments to create learning that is appropriate to the digital era; 2) limited reference sources, one of the obstacles felt by teachers is that limited reference sources make teachers have to think about creating and looking for learning materials; (b) Barriers, namely 1) there is no educational experience, programs that have not all been distributed make teachers have to continue learning about the new curriculum and learning methods that will be used; 2) low interest in literacy, one of the obstacles to an independent curriculum and project development (P5). The freedom to learn launched by the government makes students lazy to study, because of the effects of learning in the Covid-19 era; 3) inadequate facilities, with the distribution of the independent curriculum which is not yet independent, makes it difficult for schools to find the needs to meet the learning needs of this curriculum; 4) requires a lot of estimated time to work on the project, even though the project work is carried out on Saturdays it still takes up a lot of students' learning time in one semester, three projects are not easy to do, students are required to work on and fulfill the obligations of this Pancasila student profile project.

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