

# Implementation of Strengthening the Pancasila Student Profile Independent Curriculum As A Strengthening of Independent and Creative Character in Elementary Schools

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## Abstract

This research aims to examine the implementation of strengthening the Pancasila Student profile in the Independent Curriculum, especially in the context of developing independent and creative character in elementary school students. Using a qualitative approach, this research involved participatory observation, in-depth interviews with teachers, students and school principals, as well as analysis of learning documents. The research results show that the Merdeka Curriculum provides flexibility for teachers to design student-centered and project-oriented learning. The stages start from understanding the profile strengthening project, preparing the school ecosystem, designing the Pancasila student profile strengthening project, managing the assessment and reporting the Pancasila student profile strengthening project, to the evaluation and follow-up of the Pancasila student profile strengthening project. This approach encourages students to actively seek information, solve problems, and produce original work, so as to improve their independent and creative character. However, this research also identified several challenges in implementation, such as a lack of adequate resources, as well as the need to develop teacher capacity in designing innovative learning. The implication of this research is the importance of providing ongoing training for teachers in implementing the Independent Curriculum, as well as providing supporting resources to create a learning environment that is conducive to student character development. It is hoped that the research results obtained will be beneficial for further research.

**Keywords:** independent curriculum, pancasila student profile, independent character, creative character.

## 1. Introduction

Education in Indonesia continues to develop in line with the increasingly dynamic demands of the times. One of the significant changes that occurred was the implementation of the Independent Curriculum, which was initiated to give schools and educators freedom to develop students' potential optimally. Within the framework of the Independent Curriculum, the concept of the Pancasila Student Profile was born, which aims to form a generation of Indonesians who are not only intellectually intelligent, but also strong in terms of character, based on Pancasila values.

The Pancasila Student Profile has six main characteristics, namely faith and devotion to God Almighty, global diversity, mutual cooperation, creativity, critical reasoning, and independence. Two of these characteristics, namely independence and creativity, are key elements in developing student character in elementary schools (SD).

Independence encourages students to have the ability to manage themselves, while creativity fosters innovation and out-of-the-box thinking. These two characters are expected to be able to prepare students to face various challenges in an increasingly complex future (Natalya Tirsa Mokerowu, Deitje A.Katuuk, Tarusu, & Pangkey, 2023).

Education in Indonesia has experienced various significant changes, in line with the dynamics of current developments which require adaptation in various aspects of life. One of the major changes that occurred in the world of education was the implementation of the Independent Curriculum, which was launched in response to the need for flexibility in the learning process. This curriculum not only provides freedom for schools and educators in designing teaching methods, but also places students at the center of the educational process. This aims to develop students' potential more comprehensively, both from an academic and non-academic perspective, so that they are able to adapt to increasingly complex global challenges.

Within the framework of the Independent Curriculum, the concept of the Pancasila Student Profile was introduced as a basis for character formation of Indonesian students. The Pancasila Student Profile aims to create a generation that is not only intellectually superior, but also strong in character, in accordance with the noble values of Pancasila. This is important considering that future challenges do not only require academic ability, but also a strong personality and strong moral foundations. Thus, character education is an important component in the Independent Curriculum, which reflects the government's efforts to produce individuals who are ready to face global challenges while adhering to national identity (Samantha & Almalik, 2022).

The Pancasila Student Profile consists of six main characters which are expected to color the student's personality. These six characteristics include faith and devotion to God Almighty, global diversity, mutual cooperation, creativity, critical reasoning, and independence. Each of these characteristics has an important role in forming the character of an ideal student. In the context of basic education, two of these characteristics, namely independence and creativity, have a crucial role in building the foundations of students' character from an early age (Intan Fauziah & Holis, 2024).

Independence is the ability that allows students to manage themselves, make decisions, and be responsible for their actions. Through the application of independence, students are expected to not only be able to learn independently, but also have a high level of self-confidence, as well as the ability to overcome challenges without dependence on other parties. This independence is a very important life skill in an increasingly competitive and dynamic world.

Meanwhile, creativity is the ability to think innovatively and find new solutions to problems. In an educational context, creativity encourages students to think outside conventional boundaries, explore new ideas, and express themselves through various forms of work. Creativity is also the key to the development of innovation in various areas of life, so that creative students are expected to be able to make positive contributions to society and the surrounding environment.

The application of the values of independence and creativity in elementary school is important, because at this stage students are in the character formation phase which will determine their personality in the future. Through learning based on projects, experiments and direct experience, students are encouraged to develop these two characters in a supportive and conducive environment. Schools as educational institutions, together with teachers as facilitators, play a central role in ensuring that every student has the opportunity to develop their independence and creativity optimally (Haq, Rahayu, Denoya, & Fitriani, 2024).

In facing the era of globalization and industrial revolution 4.0, the ability to be independent and think creatively is becoming increasingly important. The challenges that will be faced by future generations are not only local, but also global, so individuals are needed who are able to think critically, creatively and innovatively, and have the initiative to adapt to rapid changes. Therefore, strengthening independent and creative character through the implementation of the Pancasila Student Profile in elementary schools is a strategic step to prepare future generations who are competent, competitive and remain rooted in national values.

In the context of basic education, implementing the Pancasila Student Profile requires an active role from educators and the school environment. Teachers are expected to not only act as transmitters of material, but also as facilitators who are able to create a learning atmosphere that fosters student independence and creativity. Learning processes that are flexible, project-based, and oriented to real experience are some of the relevant approaches in achieving this goal.

Therefore, this research aims to examine the implementation of strengthening the Pancasila Student Profile through the Independent Curriculum in Elementary Schools, especially in an effort to strengthen students' independent and creative character. Through this research, it is hoped that an effective implementation model can be found and the challenges faced by schools in implementing this character strengthening strategy (Santika & Dafit, 2023).

## **2. Results and Discussion**

### ***2.1. Implementation of the Merdeka Curriculum in an Effort to Strengthen the Profile of Pancasila Students in Elementary Schools, Especially Regarding Independent and Creative Character***

The implementation of the Merdeka Curriculum in Elementary Schools brings major changes in the learning approach, which focuses on developing student character, including independence and creativity. In the Independent Curriculum, teachers and schools are given the freedom to design learning processes that are contextual and relevant to the needs of students. One of the main components emphasized in the Merdeka Curriculum is the Pancasila Student Profile, which aims to form students whose character is in accordance with Pancasila values. Strengthening independent and creative character is an important part of this profile.

In terms of independence, the Merdeka Curriculum provides space for students to learn actively through project-based learning and more flexible learning. Students are trained to make their own decisions, take responsibility for their learning process, and develop the ability to manage time and tasks independently. For creativity, the Merdeka Curriculum encourages students to think critically and innovatively through projects that allow them to explore new ideas, collaborate with peers, and produce original work. (Auliya Nur Fauziah, Mulyati, & Suswandari, 2024)

The implementation of the Merdeka Curriculum in Elementary Schools has brought major changes in the learning approach, which no longer focuses solely on achieving academic competence, but also emphasizes the development of students' overall character. One of the main aspects of this curriculum is encouraging students' independence and creativity from an early age, considering that these two characters are important provisions for facing the challenges of an increasingly complex and dynamic world. The learning process in the Independent Curriculum shifts the paradigm from rigid and uniform learning to an approach that is more flexible and responsive to students' needs.

In the Independent Curriculum, teachers and schools are given greater freedom to design learning processes that are contextual and relevant to the environment and the needs of students. This freedom includes choosing learning methods, determining materials that are appropriate to local conditions, and managing study time more flexibly. In this way, schools can adjust learning programs so that they are more meaningful and have a direct impact on student development, both in the cognitive, affective and psychomotor domains. This flexibility allows teachers to act more as facilitators who support student development rather than simply presenting material (Auliya Nur Fauziah et al., 2024).

One of the main components emphasized in the Merdeka Curriculum is strengthening the Pancasila Student Profile. The Pancasila Student Profile is oriented to form a generation of students who not only excel academically, but also have strong character and strong morals, in accordance with Pancasila values. This concept focuses on the formation of six main characteristics, namely faith and devotion to God Almighty, global diversity, mutual cooperation, creativity, critical reasoning and independence. Independent and creative character are very important aspects because they play a role in growing students who are able to think critically, innovatively, and are able to adapt to various situations and challenges that arise in the modern era.

Strengthening independent character in the Independent Curriculum is intended so that students are able to manage themselves, learn to make decisions, and be responsible for their learning process. In this way, students are expected to not only be able to learn independently, but also have the courage to try and face challenges without relying too much on other people. This independence, in the context of learning in elementary schools, does not only involve academic abilities, but also social and emotional skills that will help students in everyday life (Hamriani & Sudirman, 2023).

Apart from independence, creativity is also the main focus in strengthening character through the Pancasila Student Profile. Creativity is defined as the ability to produce new ideas, innovations, and solutions to problems faced by students. In the Merdeka Curriculum, students are encouraged to think "out of the box" and are involved in activities that require imagination and innovation, such as problem-based projects, experiments, or collaborative assignments. This aims to ensure that students not only understand the subject matter theoretically, but are also able to apply this knowledge to create something of value or solve real problems.

With freedom in designing learning, schools and teachers can explore various methods and approaches that can support the growth of student independence and creativity. For example, project-based learning (Project-Based Learning) provides students with the opportunity to work in teams, develop strategies, and produce creative products, while inquiry-based learning (Inquiry-Based Learning) encourages students to ask questions, explore and find their own answers. These two methods, along with other methods, are very in line with the spirit of the Independent Curriculum in creating a learning atmosphere that is dynamic and adaptive to current developments (Intan Fauziah & Holis, 2024).

Therefore, strengthening independent and creative character through the Merdeka Curriculum in Elementary Schools is not only important for forming students who are intellectually competent, but also for preparing a

generation that is able to think critically, innovate and have resilience in facing various challenges in the future (Nurhayati & , Langlang Handayani, 2020).

## ***2.2. Learning Methods Used by Teachers to Support Strengthening the Independent and Creative Character of Students in Elementary Schools through the Independent Curriculum***

Teachers play a key role in supporting the strengthening of students' independent and creative character. Some of the learning methods implemented by teachers in the Merdeka Curriculum to support this include Project-Based Learning (PjBL): This method encourages students to work on real projects that are relevant to everyday life, involving them in the process of investigation, planning, and implementation. Through PjBL, students learn to be independent in managing project steps and hone their creativity in finding solutions (Syukriah, Nurmaliah, & Abdullah, 2020).

Teachers play a central role in the educational process, especially in supporting the strengthening of students' independent and creative character. As a facilitator, teachers are not only tasked with teaching subject matter, but also guiding students to develop skills needed in the real world, such as independence and creativity. In the context of the Independent Curriculum, the role of teachers becomes increasingly vital, because they are given the freedom to choose learning methods and strategies that can optimize student potential. One method that many teachers apply to achieve this goal is Project-Based Learning, or PjBL.

The Project Based Learning Method encourages students to learn through real projects that are relevant to everyday life. PjBL not only focuses on theoretical understanding, but also gives students the opportunity to apply their knowledge in practical and real situations. In PjBL, students are faced with a problem or challenge that must be resolved, starting from investigation, planning, to implementing the solution. This process not only helps students understand concepts in more depth, but also develops their ability to think critically and creatively.

One of the main strengths of PjBL is its ability to train student independence. Through assigned projects, students learn to organize the steps necessary to achieve the project goals. They are trained to manage time, divide assignments, and decide how best to complete projects with minimal direction from the teacher. In this process, students learn to be responsible for the tasks they choose, so they are more independent and confident in facing challenges.

Apart from independence, PjBL also plays a big role in honing students' creativity. Because students are faced with challenges that require them to find solutions, they are encouraged to think outside conventional boundaries. In PjBL, students are often given the freedom to explore different ideas and approaches to completing a project. They are invited to explore new ideas, evaluate various options, and create innovative solutions. This helps students develop a creative mindset, which is very important in a world that is constantly changing and full of new challenges (Wulandari & Nawangsari, 2024).

Apart from that, PjBL also encourages collaboration between students, which is an effective way to foster creativity. In collaborative projects, students can share ideas, discuss solutions, and work together to achieve the best results. These interactions allow students to learn from each other, enrich their ideas, and discover new approaches they may not have thought of before. This collaboration also strengthens communication and teamwork skills, which are important skills in the world of work and everyday life.

As a concrete example, a teacher can invite students to create an environmental project such as creating a solution for waste management in schools. In this project, students are required to conduct research, identify problems, and design solutions that can be applied. During the process, students must work independently to find information, but also collaborate with their friends in designing effective creative solutions. This kind of project not only hones academic skills, but also shapes students' character to be independent and innovative.

Through PjBL, teachers provide opportunities for students to learn in a more meaningful and relevant way. Students not only memorize material, but are also involved in real learning, where they must use critical thinking skills, problem-solving, and creativity. Thus, Project-Based Learning is one of the most effective methods in supporting the strengthening of students' independent and creative character, in accordance with the objectives of the Merdeka Curriculum. Teachers, as learning architects, need to continue to develop their competence in designing and implementing projects that are not only intellectually challenging, but also able to motivate students to become independent, creative learners, and ready to face the outside world with confidence (Syukriah et al., 2020).

Problem-Based Learning (PBL) is one of the most effective learning approaches in developing students' critical thinking and collaboration skills. In the PBL method, teachers do not simply deliver the subject matter directly, but provide a real problem that is relevant to everyday life or the context faced by students. This problem then becomes the center of the learning process, where students are required to find solutions through exploration, analysis, and collaboration. PBL emphasizes the active role of students in the learning process, allowing them to learn independently and creatively.

One important aspect of PBL is how this method trains students' independence in seeking the information and knowledge they need. When faced with a problem that must be solved, students are not only given clear answers or instructions, but are instead asked to search for information themselves. They learn how to identify

relevant sources of information, whether from books, the internet, or from interviews with experts in related fields. This process involves students' ability to manage their time and resources, as well as make decisions about the steps to be taken to solve the problem. Thus, PBL teaches independence in learning, because students are required to be more responsible for their own learning process. In addition to training independence, PBL is also very effective in honing students' creativity. In the process of solving problems, students often have to think "out of the box" or from various perspectives to find effective solutions. Problems given by teachers are usually complex and do not have a single answer, so students must be able to see various possibilities and formulate innovative solutions. Creativity in PBL emerges when students connect the various information they find and process it into new, original ideas. For example, when faced with environmental problems in schools, such as plastic waste, students may propose various creative solutions, ranging from recycling programs to designing products that can minimize plastic use (Baharullah, Satriani, Arriah, & Hidayah, 2022).

Collaboration is also a key element in PBL. The problem-solving process in PBL is usually carried out in small groups, where students work together to find the best solution. In this group, they share ideas, discuss, and develop strategies together. This collaboration not only enriches their understanding of the problem at hand, but also helps students learn how to work in a team, listen to others' opinions, and appreciate different perspectives. Through intense interaction with their friends, students can broaden their horizons and develop important social skills, such as communication, negotiation, and leadership.

In addition, PBL also fosters self-confidence in students. Because they play an active role in the process of finding solutions, students feel they have control over their own learning outcomes. When they succeed in solving the problems they face, students will feel satisfied and proud of their achievements, which ultimately increases their motivation to learn. This success also strengthens their belief that they are able to solve other problems that may be more complex in the future.

In practice, teachers can implement PBL through various structured steps. First, teachers design challenging problems that are relevant to the curriculum and students' lives. These problems must be complex enough to require in-depth exploration and analysis, but still solvable by students with minimal guidance from the teacher. Second, teachers divide students into small groups to discuss and formulate solutions. At this stage, the teacher's role is more as a facilitator who provides general direction, motivates, and encourages students to continue to think critically and creatively. During the PBL process, teachers can also provide constructive feedback, both directly and through reflection at the end of the learning process. This reflection is important because it gives students the opportunity to evaluate their process, understand the strengths and weaknesses of the approach they take, and identify areas that need to be improved in the future. With this reflection, students not only learn to solve problems, but also improve their metacognitive abilities, namely the ability to understand how they learn and think (Habiburrahman, Nawati, & Hestia, 2024).

As an example of the application of PBL, a teacher in an elementary school can provide a problem related to water pollution in the surrounding environment. Students are then expected to research the causes of pollution, identify its impacts, and design solutions that can be implemented by the local community. In this process, students not only learn about science and environmental concepts, but also collaborate with their friends, think creatively in formulating solutions, and develop independent skills in seeking information.

Overall, Problem-Based Learning is a very effective approach in supporting the strengthening of student character, especially in terms of independence and creativity. PBL allows students to be actively involved in the learning process, hone critical thinking skills, and develop problem-solving skills that are relevant to real life. With PBL, students are not only passive recipients of knowledge, but also independent, creative learners, and ready to face future challenges.

The Interdisciplinary Approach in the Independent Curriculum is an important strategy that places students at the center of a more holistic and integrated learning experience. In this approach, learning is not limited to one particular discipline or subject, but rather combines various fields of knowledge to help students understand a topic or problem from various perspectives. By looking at problems in an interdisciplinary way, students are able to connect different concepts, such as science, math, art, and social science, ultimately enriching their overall understanding. This approach also gives students the opportunity to use their critical and creative thinking skills, as they are required to explore problems from a broader and deeper perspective.

For example, in a project that combines math and science, students might be asked to calculate the impact of temperature changes on the environment while also learning about ecosystem and environmental concepts. By integrating these two disciplines, students not only understand scientific and mathematical theories, but they are also able to see real-world applications of their learning in everyday life. This interdisciplinary approach also encourages students to think outside the traditional boundaries of their subjects, allowing them to develop creative ideas that might not have occurred if they had only studied within the framework of one discipline.

In addition to enriching the learning experience, an interdisciplinary approach also teaches students to think more flexibly and adaptively, skills that are essential in a complex and rapidly changing world. By practicing solving problems from multiple perspectives, students become more open to new ideas and are able to develop innovative solutions to the challenges they face. This is also in line with the Merdeka Curriculum's efforts to create

contextual learning, where students can relate their learning to real and relevant experiences in their lives (Habiburrahman et al., 2024).

Meanwhile, the Inquiry-Based Learning (IBL) method is another approach that also supports the strengthening of independent and creative characters in the Merdeka Curriculum. In this method, students are invited to become active explorers who ask, research, and find answers to their own questions. Instead of passively receiving information, students are encouraged to think critically and find solutions through exploration and investigation. Thus, IBL not only equips students with knowledge, but also trains them to become independent learners who are able to direct their own learning process.

In IBL, students are taught to start with a question or problem they want to solve. This process involves searching for information, testing hypotheses, and analyzing the data found. Throughout the process, students hone their skills in formulating relevant questions, identifying credible sources of information, and evaluating the results they obtain. With this approach, students learn not to rely entirely on teachers, but rather rely more on their own abilities in exploring the world around them.

In addition, IBL is also very effective in fostering student creativity. When students are given the freedom to ask questions and investigate, they are encouraged to explore new ideas that may be unexpected. This process teaches them that there is no single solution to every problem, and they are free to experiment with different approaches in finding answers. For example, in a science project, students might ask how climate change affects biodiversity, and they can then design their own experiments or collect data from various sources to answer the question. This process trains students to think creatively and see the various possibilities that exist (Syukriah et al., 2020).

The implementation of IBL in the classroom also provides students with the opportunity to experience learning that is more meaningful and relevant to the real world. Because students are directly involved in the investigation process, they are more likely to relate the learning to their own experiences, which in turn deepens their understanding. Furthermore, this method also fosters a natural curiosity in students, encouraging them to continue asking questions and seeking knowledge throughout their lives, an important characteristic of independent and empowered learners.

For example, in an inquiry-based learning in a geography class, students might be invited to explore the topic of climate change and its impact on weather patterns in different regions of the world. The teacher can provide initial guidance, but students are encouraged to develop their own questions, conduct research, and then present their findings to the class. In this process, students combine research, data analysis, and presentation skills, while developing a deeper understanding of the topic (Natalya Tirsia Mokorowu et al., 2023).

With the Inquiry-Based Learning method, the teacher acts as a facilitator who guides students in the exploration and investigation process, rather than simply as a transmitter of information. This is in line with the spirit of the Independent Curriculum, which places students as active subjects in the learning process, where they are encouraged to take the initiative, take responsibility for their own learning, and develop their potential optimally.

Overall, both the interdisciplinary approach and Inquiry-Based Learning are very effective learning strategies in supporting the development of students' independent and creative character. Both provide students with space to think critically, explore, and discover new ideas, while enriching their learning experiences through various perspectives and interactions with the real world. These methods are very much in line with the objectives of the Merdeka Curriculum, which is to create relevant, contextual learning and encourage the development of students' character so that they are ready to face future challenges (Baharullah et al., 2022).

### ***2.3. Challenges Faced by Teachers and Schools in Implementing Independent and Creative Character Building through Pancasila Student Profiles in Elementary Schools***

Although the Independent Curriculum offers great flexibility and opportunities, there are various challenges faced by teachers and schools in its implementation. Not all teachers are accustomed to learning methods that focus on character development and projects. Most teachers are still adapting to their new role as facilitators, which requires them to be more creative and innovative in developing teaching materials that are oriented towards character building.

Limited Facilities and Infrastructure, In some schools, especially those in remote areas or with limited resources, infrastructure and supporting facilities for project-based or technology-based learning are still minimal, thus hampering the optimization of strengthening student creativity and independence. Differences in Student Abilities: Each student has a different background, both in terms of learning ability, access to technology, and support from the family environment. This is a challenge for teachers to ensure that all students get the same opportunity in developing independent and creative character. The Role of Parents: Parental involvement in supporting the learning process at home is very important. However, not all parents understand their role in the Independent Curriculum, so students often lack support for character development outside the school environment (Ufikriah, Usman, & Amirudin, 2024).

#### ***2.4. Impact of the Implementation of the Independent Curriculum on the Development of Student Independence and Creativity in Elementary Schools***

Since the implementation of the Independent Curriculum, several positive impacts have been seen in the development of student independence and creativity in Elementary Schools. Student Independence Students show an increase in personal responsibility for their learning. They are more courageous in taking the initiative and being actively involved in the learning process, and show better abilities in managing their tasks independently.

Increased Creativity: Project and problem-based learning provides space for students to explore creative and innovative ideas. Students are more often involved in activities that require creativity, such as making artwork, designing solutions to everyday problems, and producing simple products that are the result of collaboration. Better Character Building: Through the application of the values of the Pancasila Student Profile, especially independence and creativity, students become more independent in decision-making and have a mindset that is more open to various perspectives (Christiananda, Purwaningrum, & Rofisian, 2023).

#### ***2.5. Effective Strategies to Overcome Obstacles in Strengthening Independent and Creative Character through the Implementation of the Pancasila Student Profile in Elementary Schools***

To overcome obstacles in strengthening students' independent and creative character, there are several strategies that can be applied, one of which is increasing teacher capacity. Teachers play a crucial role in the successful implementation of the Merdeka Curriculum, especially in efforts to strengthen character through learning methods such as Project-Based Learning (PjBL) and Inquiry-Based Learning (IBL). Therefore, it is very important for teachers to continue to improve their capacity through various ongoing trainings.

These trainings should be designed to provide teachers with an in-depth understanding and practical skills on how to integrate project-based and inquiry-based learning approaches into the daily teaching and learning process. Teachers need to be equipped with methods and techniques to design inquiry projects and activities that are not only relevant to the curriculum, but also challenging and interesting to students. In addition, training should teach teachers how to manage more dynamic and interactive classes, where students are encouraged to be actively involved in exploring and solving problems independently. With proper training, teachers will be better prepared to face the challenges of creating a learning environment that supports the development of students' independent and creative character.

One important focus of this training is the transformation of the teacher's role into an effective facilitator. In project-based and inquiry-based learning, teachers no longer act as the main source of information, but as guides who help students find answers and solutions through a process of investigation and exploration. Teachers need to understand how to provide appropriate direction without being too controlling of the learning process, and how to give students the freedom to think and act independently. In other words, teachers need to learn how to encourage students to take initiative and take responsibility for their own learning, while still providing the necessary support when students encounter difficulties (Ulandari & Rapita, 2023).

As facilitators, teachers also need to develop skills in providing constructive feedback. Good feedback can be a very effective tool for strengthening student independence and creativity, as it can help students reflect on their own learning process, understand their strengths and weaknesses, and motivate them to continue learning and innovating. Teacher training should include how to provide feedback that motivates students to think more critically and creatively, and how to encourage them to explore various ideas and solutions independently.

In addition, training should also include how teachers can manage differentiated instruction, which is a strategy to accommodate various learning styles and abilities of students in one class. In the context of project-based and inquiry-based learning, not all students have the same level of independence and creativity. Therefore, teachers need to learn how to provide challenges that are appropriate to each student's ability level, while maintaining the same learning objectives. That way, every student, whether they are fast learners or those who need more guidance, can still develop an independent and creative character according to their abilities.

Equally important, teacher training also needs to include a deep understanding of educational technology that can support the implementation of PjBL and IBL. In this digital era, technology can be a very useful tool in helping students access information, collaborate more effectively, and produce innovative creative work. Therefore, teachers need to be equipped with knowledge on how to optimally utilize technology in the learning process, so that students can learn more independently and creatively (Habiburrahman et al., 2024).

In addition to training that focuses on increasing teacher capacity, support from schools and the government is also needed to overcome obstacles in strengthening independent and creative characters. Schools need to ensure that there are policies that support the implementation of innovative learning methods such as PjBL and IBL, as well as provide adequate resources, such as teaching materials, technology, and other supporting facilities. The government, on the other hand, needs to continue to provide support in the form of professional training, mentoring, and monitoring and evaluation to ensure that the implementation of the Merdeka Curriculum runs according to the goals that have been set.

With these strategies, teachers will be more prepared and confident in implementing learning that emphasizes strengthening independent and creative characters in schools. Continuous training and support from various parties will create a more dynamic educational environment, where students not only develop intellectually, but also have strong, independent, creative characters, and are ready to face future challenges (Haq et al., 2024).

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With these strategies, teachers will be more prepared and confident in implementing learning that emphasizes strengthening independent and creative characters in schools. Continuous training and support from various parties will create a more dynamic educational environment, where students not only develop intellectually, but also have strong, independent, creative characters, and are ready to face future challenges (Wulandari & Nawangsari, 2024).

## ***2.6. What strategies are effective in overcoming obstacles in strengthening independent and creative characters through the implementation of the Pancasila Student Profile in Elementary Schools?***

Effective strategies to overcome obstacles in strengthening independent and creative characters through the implementation of the Pancasila Student Profile in Elementary Schools require a holistic approach, involving various elements in the educational environment. Developing a Curriculum Integrated with Pancasila Values. Strengthening independent and creative characters must be integrated into every aspect of learning. The designed curriculum can include problem-based learning projects and collaborative activities that hone students' critical thinking skills, initiative, and creativity (Melati, Rini, Musyaiyadah, & Firman, 2024). For example, in art or science lessons, teachers can encourage students to find innovative solutions to environmental problems around them.

### **1. Teacher Training and Development**

One of the biggest obstacles in implementing the Pancasila Student Profile is the lack of teacher understanding and skills in integrating independent and creative characters into learning activities. Continuous training for teachers is essential to equip them with teaching methods that can encourage students to think out-of-the-box and make independent decisions. Teachers also need to be taught how to provide constructive feedback to motivate students to develop their creative skills.

### **2. Reinforcement of Project-Based Learning and Extracurricular Activities**

Project-based learning is one method that can encourage students to think creatively and independently. This activity can involve students in completing complex tasks independently or in groups, so that they can explore new ideas and design creative solutions to the problems they face. In addition, extracurricular activities such as science, art, or literacy clubs can also provide space for students to express their creativity and hone their independence in a more relaxed and enjoyable atmosphere.

### **3. Habituation and Giving Responsibility**

Schools can create daily habits that encourage students to be independent and creative, for example by giving them responsibility in planning class activities or determining group projects. Thus, students feel they have autonomy in the learning process and are more motivated to develop their own ideas. In addition, schools can



provide appreciation for students' creativity and initiative, thereby fostering self-confidence and motivation to continue innovating.

#### 4. Parental and Community Involvement

Parental and environmental support is also important in strengthening independent and creative characters. Schools can work with parents and communities to create a supportive learning environment at home. Parents can be involved in school activities that stimulate children's creativity, such as innovation competitions or student entrepreneurship activities. In addition, the community can also be a source of inspiration for students through direct involvement in school programs that focus on solving social problems (Nurbani, Suriswo, & Apriani Fr, 2024).

### 3. Conclusion

The conclusion regarding the Implementation of Strengthening the Pancasila Student Profile of the Independent Curriculum as Strengthening Independent and Creative Character in Elementary Schools is that this approach provides a strong foundation for the formation of student character from an early age. By focusing on the values of Pancasila, the Independent Curriculum encourages students to become individuals who think critically, creatively, and are able to take the initiative. The implementation of learning that is integrated with projects and creative activities allows students to develop independence in solving problems and stimulates creativity. On the other hand, the success of the implementation of the Pancasila Student Profile is highly dependent on the synergy between various parties, such as teachers, parents, and the school community. Full support from educators through training, innovative learning methods, and a conducive environment will strengthen the independent and creative character in students. In addition, the participation of parents and the community in creating a positive learning environment also plays an important role. Thus, the implementation of the Pancasila Student Profile in the Independent Curriculum in Elementary Schools is a strategic step to form a generation that is not only academically superior, but also has a strong, creative, and independent character, which is in line with the values of Pancasila and the demands of the 21st century.

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