

PANCASILA STUDENT PROFILE-BASED COMMUNITY ECONOMY LEARNING MODEL FOR SUPPORTING MERDEKA CURRICULUM

by Kiromim Baroroh, Tejo Nurseto, Ngadiono

ABSTRACT

This study aims to: 1) develop the Pancasila Student Profile-Based Community Economy Learning Model to support the Merdeka Curriculum, and 2) identify the obstacles in the Pancasila Student Profile-Based Community Economy Learning Model. Applying Classroom Action Research, this study involved 89 students from the Accounting Education program who were enrolled in the Community Economy course at the Faculty of Economics and Business. Data were collected through observation, interviews, questionnaires, and documentation. The instruments consisted of interview guidelines, observation guidelines, and a questionnaire. This study found that 1) The Pancasila Student Profile-Based Community Economy Learning Model to support the Merdeka Curriculum encompassed the following characters: faith in and devotion to God Almighty, noble character, global diversity, mutual cooperation, independence, critical thinking, and creativity. These Pancasila Student Profile manifested in the planning, implementation, and evaluation stages. In the planning stage, character aspects could be integrated into the lesson plan. During the implementation stage, these characteristics appeared in the hidden curriculum through methods such as the Two Stay-Two Stray cooperative approach. In the evaluation phase, Pancasila Student Profile could be observed through assessments of student attitudes. Obstacles in the Pancasila Student Profile-Based Community Economy Learning Model included: a) the absence of appropriate profile selection for indicators of Pancasila Student Profile in community economy, resulting in all profiles being included; b) some students still struggled to comprehend the instructions of the learning model used in the classroom; c) time management discrepancies between planning and execution due to various factors, such as students arriving late due to previous classes exceeding the allotted time, students not bringing reference books, and uncomfortable room conditions.

Kata Kunci: model, community economy, independent curriculum