

IMPLEMENTATION OF *KURIKULUM MERDEKA* IN THE PAUD UNIT OF THE EAST LOMBOK DISTRICT *SEKOLAH PENGGERAK* PROGRAM VIEWED FROM THE PLANNING ASPECT

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Abstract: This research aims to describe and reveal the planning, implementation and evaluation of the *kurikulum merdeka* in the PAUD unit of the *sekolah penggerak* program, namely at the Bina Takwa Islamic Kindergarten and the PKK Peneda Gandor Kindergarten, East Lombok Regency. The implementation of the independent curriculum starts from planning, implementation to evaluation with a focus on developing operational curriculum for educational units, analyzing the characteristics of educational units, learning planning and assessment as well as projects to strengthen the profile of Pancasila students. This research uses a qualitative approach with a case study method. The data was obtained through a process of interviews, observation and documentation using primary and secondary data sources. Data analysis technique This is done by collecting data, presenting data, and synthesizing it. Meanwhile, the data validity checking technique involves conducting a credibility test and a confirmability test on respondents. The results of the research show that independent curriculum planning in schools is driven by carrying out learning planning and assessment as well as planning projects to strengthen the profile of Pancasila students in accordance with the guidelines provided by the Ministry of Education and Culture and development.

Keywords: Educational unit operational curriculum, learning, assessment, project to strengthen Pancasila student profiles, teaching modules

INTRODUCTION

Education is one of the most important factors in determining the quality of human resources in a nation (Oktavia & Farida, 2021). Through education, we can produce creative and innovative ideas dynamically in accordance with the demands of the times (Rohmah, 2013). Curriculum development as an effort to improve the quality of education (Yusrie et al., 2021). Good education policies will be seen through the implementation of the curriculum implemented by each educational unit (Mustaqim, 2014).

The Ministry of Education and Culture has three priority programs to overcome various problems that arise in the implementation of education, including the driving teacher program, implementing the independent curriculum and also the *sekolah penggerak* program. The *sekolah penggerak* Program (PSP) is one of the programs launched by the Ministry of Education, Culture, Research and Technology in order to encourage the transformation process in educational units and is expected to improve student learning outcomes holistically both from the aspect of cognitive competency (literacy and numeracy) and non-cognitive (character) in realizing the Pancasila student profile (Shafi'i, 2022). This was explained by the Minister of Education Nadiem Makarim on various occasions.

The *sekolah penggerak* Program is implemented in educational units through capacity building training for heads of educational units, school supervisors/administrators, and Early Childhood Education (PAUD) teachers/educators; and intensive assistance in educational units which are expected to ultimately produce learning that is oriented towards strengthening the competency and character profile of Pancasila students, through the use of an adapted curriculum, the application of learning according to the stage of students' learning achievements, and the use of various teaching tools. The *sekolah penggerak* program will also implement the independent curriculum which is currently the policy of the Ministry of Education, Culture, Research and Technology, So it is hoped that in the future this *sekolah penggerak* can become Base Practice for other educational units in implementing the independent curriculum. For this reason, it is hoped that the educational units involved in the *sekolah penggerak* program will be able to form learning communities in their respective educational units and regions in order to build a more optimal school ecosystem.

There are five interventions that are interrelated and cannot be separated in the *sekolah penggerak* program, including Strengthening School Principals, School Supervisors, Inspectors and Teachers through

intensive training and mentoring programs (one to one coaching) with expert trainers provided by the Ministry of Education and Culture, Learning-oriented on strengthening competence and developing character in accordance with Pancasila values, through learning activities inside and outside the classroom. School-based management: planning based on school self-reflection. The use of various digital platforms aims to reduce complexity, increase efficiency, add inspiration and a customized approach.

The data management system owned by the West Nusa Tenggara Province Driving Teachers' Center, the sekolah penggerak program in West Nusa Tenggara Province is currently running for three classes, namely 390 educational units. Where in the first batch of the sekolah penggerak program there were in two City Districts including East Lombok Regency and also Bima City, as many as 59 educational units had graduated to become the first class of the sekolah penggerak program. Meanwhile, for the second generation of the sekolah penggerak program, there are 166 educational units in five regencies/cities including West Lombok, East Lombok, North Lombok, Sumbawa Regency and Bima City and the third generation is 165 educational units in 10 District Cities. East Lombok Regency is one of the districts that has the most sekolah penggerak from the first generation to the third generation among other districts/cities with 133 sekolah penggerak from PAUD, SD, SMP, SMA and SLB levels. At the PAUD level there are 26 sekolah penggerak spread across several sub-districts.

The problems that arise in East Lombok Regency currently are still misconceptions related to the implementation of the independent curriculum, the lack of understanding and competence of educators in the differentiated learning process is also still a problem in itself in implementing the independent curriculum, there is no development of the character of students in educational units to achieve student profiles Pancasila. Apart from that, there is still conflict between local governments regarding the existence of the sekolah penggerak program and also related to the implementation of the independent curriculum in educational units. The Regency/City education office said that the government should support all educational units in general in implementing the independent curriculum, It's not just a drive school program, so drive schools are not considered self-exclusive. Collaboration between the Education Department and the Central UPT of the Ministry of Education, Culture, Research and Technology

and education units has not been running optimally, this is in contrast to the conditions that should be in place, namely that the sekolah penggerak program is a collaborative program between the central government and regional governments. Apart from that, the principal and teachers who are members of the learning committee for the sekolah penggerak program do not fully understand the implementation of the independent curriculum, even though the principal and teachers have been accompanied by a sekolah penggerak facilitator prepared by the Ministry of Education and Culture. Collaboration between the Education Department and the Central UPT of the Ministry of Education, Culture, Research and Technology and education units has not been running optimally, this is in contrast to the conditions that should be in place, namely that the sekolah penggerak program is a collaborative program between the central government and regional governments. Apart from that, the principal and teachers who are members of the learning committee for the sekolah penggerak program do not fully understand the implementation of the independent curriculum, even though the principal and teachers have been accompanied by a sekolah penggerak facilitator prepared by the Ministry of Education and Culture. Collaboration between the Education Department and the Central UPT of the Ministry of Education, Culture, Research and Technology and education units has not been running optimally, this is in contrast to the conditions that should be in place, namely that the sekolah penggerak program is a collaborative program between the central government and regional governments. Apart from that, the principal and teachers who are members of the learning committee for the sekolah penggerak program do not fully understand the implementation of the independent curriculum, even though the principal and teachers have been accompanied by a sekolah penggerak facilitator prepared by the Ministry of Education and Culture.

Results of observations carried out at the PKK Penenda Gandor Kindergarten and the Bina Taqwa Islam Kindergarten, East Lombok Regency. Information was obtained that the PAUD unit of the sekolah penggerak had implemented the implementation of the independent curriculum in accordance with the stages of the sekolah penggerak program starting from one month PKP training, in-house training activities, school level Project Management Office (PMO) activities as well as

sekolah penggerak workshop activities. The PAUD unit of this sekolah penggerak is starting to implement an independent curriculum even though it is not yet optimal, this can be seen from the learning activities which are still carried out classically, the learning approaches and methods are still carried out in a teacher centered manner. Apart from that, the preparation of educational unit operational curricula (KOSP), diagnostic assessments, designing learning and implementing projects to strengthen the profile of Pancasila students. During the one year implementation, various obstacles were still encountered, including those related to the readiness of human resources, the implementation of intracurricular and co-curricular activities which were still not optimal.

Implementation at the PKK Peneda Gandor Kindergarten and Bina Taqwa Islamic Kindergarten has not been running optimally, this can be seen from the results of the Project Management Office (PMO) which is carried out once a month by the sekolah penggerak facilitators, including the preparation of the educational unit operational curriculum that has not been fully adjusted. with the characteristics of the educational unit, as well as the characteristics of the students in the educational unit, the diagnostic assessment carried out has not yet become the basis for preparing learning improvements and activities. The project for strengthening the profile of Pancasila students which is carried out twice a year is still limited to modifying the teaching modules from PMM (Independent Teaching Platform) and It has also not been implemented in accordance with the stages starting from identifying existing problems in the educational unit environment. The implementation of extra-curricular and co-curricular activities also does not collaborate with parents, the community and the industrial community to support extra-curricular and co-curricular learning.

METHOD

Study This will be carried out in East Lombok Regency, including the Bina Taqwa Islamic Kindergarten and the PKK Penenda Gandor Kindergarten which are PAUD units for the 2nd Batch Sekolah penggerak Program. This research uses qualitative research. Qualitative research is research that is used to see how the real conditions of the place being studied are. where in this qualitative research the researcher is the key instrument (Sugiyono, 2006).

In the research there are two data sources used, namely primary and secondary data sources. Primary data is data obtained directly

at the research location. This data can be obtained through the interview and observation process regarding the implementation of the independent curriculum at the Bina Taqwa Islamic Kindergarten and the PKK Penenda Gandor Kindergarten, East Lombok district. With resource persons, namely the school principal and teachers who are part of the learning committee. According to S. Nasution in Moleong, (2017) Primary data is data that can be obtained directly from the field or research site. Apart from that, researchers here act as observers. In this research, researchers observed all forms of implementation of the independent curriculum implementation process in educational units. Interviews conducted by researchers were conducted with school principals and teachers at Bina Taqwa Islamic Kindergarten and PKK Penenda Gandor Kindergarten, East Lombok Regency and also the East Lombok Regency Education Office regarding the Department's role in the sekolah penggerak program. Secondary data is data that supports primary data and is complementary to primary data. Data obtained through second, third parties, and so on. This means that it goes through one or more parties who are not researchers. Secondary data in this research is such as supporting data that is not obtained directly,

The data collection techniques used in this research are interviews, observation and documentation. The data analysis technique used in this research uses steps as proposed by Miles and Huberman (in Sugiyono, 2008), namely data collection, data reduction, data presentation, and drawing conclusions. Testing the validity of data in qualitative research includes testing, credibility, transferability, dependability, and compatibility.

RESULTS AND DISCUSSION

To find out how independent curriculum planning was carried out at the Bina Taqwa Islamic Kindergarten and the PKK Penenda Gandor Kindergarten, the researchers conducted interviews and asked questions and answers to informants including the principal and educators at the two schools that were the research locations, namely Mrs. FM as the principal of the Islamic Kindergarten. Bina Taqwa, Principal of the PKK Penenda Gandor Kindergarten, Mrs. IR and Mrs. NH who are educators from the Bina Taqwa Islamic Kindergarten and Mrs. NF and Mrs. BN who are educators at the PKK Penenda Gandor Kindergarten, East Lombok Regency.

To get various things related to planning in

implementing the independent curriculum and also the role of each school principal and educator as the unit that implements the sekolah penggerak program. Then each informant answered several related questions asked by the researcher in order to complete and perfect the research data and information.

From the findings through the interview process, observation and documentation in the field of school principals and teachers who are members of the learning committee, it can be seen that the independent curriculum planning at the Bina Taqwa Islamic Kindergarten and the PKK Peneda Gandor Kindergarten was focused by researchers on learning planning and assessment as well as profile strengthening project planning. Pancasila students:

a. Learning and assessment planning (including the flow of learning objectives)

From the results of interviews with the principal and teachers at the Bina Takwa Islamic Kindergarten and the PKK Peneda Gandor Kindergarten regarding learning planning and assessment. According to the informant, the learning achievements, learning objectives, flow of learning objectives and learning planning and assessment are as follows:

"Yes, we understand, learning outcomes are learning competencies that students must achieve in each phase, starting from the foundation phase in PAUD."

This understanding was reinforced by the principal of Bina Takwa Islamic Kindergarten:

"CP is an achievement that is expected to occur at the end of learning in an education unit, for example at the PAUD level which is called the foundation phase, namely ages 5-6 years. "So when a child has finished studying in the PAUD unit, at least the child has achieved the learning that has been described in the CP."

Another opinion was also conveyed by a teacher from Kindergarten PKK Peneda Gandor regarding his understanding regarding CP:

"Learning outcomes are learning competencies that students must achieve at the end of the phase, in PAUD it is called the foundation phase"

In line with the understanding of the teacher from the PKK Peneda Gandor Kindergarten, the teacher from the Bina Takwa Islamic Kindergarten also conveyed his understanding regarding CP:

"Learning Outcomes are goals or achievements that can be achieved, understood, applied and of course carried

out by students in completing a lesson." Understanding related to learning objectives was also conveyed by the Principal of Bina Takwa Islamic Kindergarten:

"Our institution has formulated learning objectives because it is an important stage in the series of learning design development and in formulating learning objectives we have referred to learning outcomes."

Another opinion was also conveyed by the Principal of the PKK Kindergarten Peneda Gandor regarding the learning objectives:

"We formulate learning objectives when we have finished determining the characteristics of the school and then formulate the vision and mission objectives. Then we continue to formulate learning objectives based on CP, characteristics, vision, mission."

This was also conveyed by the Bina Takwa Islamic Kindergarten teacher regarding the learning objectives:

"Our unit formulates learning objectives based on learning outcomes for the foundation phase. "Which refers to three elements in learning outcomes, including religious values and character, identity and literacy and steam."

In planning the flow of learning objectives (ATP), the principal of the PKK Kindergarten Peneda Gandor said:

"Our institution has developed an ATP (learning objective flow) because having a Learning Objective Flow can make it easier for students and educators to achieve the learning objectives that have been set."

The principal of the Bina Takwa Islamic Kindergarten school also said that he had also planned and arranged the flow of learning objectives (ATP):

"Because we are at PAUD level, based on the material we received during the learning committee training, we prepared learning objectives and then reduced them to activity objectives. "

The same opinion as the school principal was conveyed by PKK Kindergarten Teacher Peneda Gandor regarding ATP:

"Our school has developed a flow of learning objectives because having a Flow of Learning Objectives can make it easier for students and educators to achieve the

learning objectives that have been set."

Another opinion expressed by the teacher from Bina Takwa Islamic Kindergarten regarding the flow of learning objectives that have also been prepared:

"Already, the flow of learning objectives is arranged to make it easier to see the learning objectives from the beginning to the end of the phase"

Other planning is related to plans for implementing learning/teaching modules and assessments that will be used by the sekolah penggerak's PAUD unit. Where learning planning and assessment are very important parts in implementing the independent curriculum. This was stated by the principal of the PKK Kindergarten Penenda Gandor:

"We plan the implementation of learning/teaching modules once a week depending on the students' abilities, needs and interests. Then every day we collect data on children's learning achievements as an assessment process."

Another statement was also made by the principal of Bina Takwa Islamic Kindergarten regarding learning plans and assessments:

"That's it. We plan the implementation of learning/teaching modules once a week (RPPM) depending on the abilities, needs and interests of the students. "Then every day we collect data on children's learning achievements as an assessment process."

The same opinion was also conveyed by the teacher from the Penenda Gandor PKK Kindergarten:

"Yes, we have designed an implementation plan/teaching module and assessment to expedite the learning process. "We have also adapted the teaching modules that we have prepared to suit the needs and characteristics of students."

Teachers from Bina Takwa Islamic Kindergarten have also prepared learning plans and assessments for students. This is in accordance with the informant's statement:

"We have arranged it. "Lesson planning is created as a guide for teachers in implementing intracurricular learning so that learning activities are directed and in accordance with learning objectives"

From the overall opinions and statements of informants related to learning planning and

assessment. Can also be added from the results of observations and appropriate documentation in the attachment.

Basically, the informant already understands the learning outcomes (CP), learning objectives (TP), and learning objective flow (ATP). This understanding was obtained because the informant took part in the learning committee training process (PKP) for one month to strengthen the implementation of the independent curriculum. So with this understanding, the PAUD units of these sekolah penggerak, namely the PKK Penenda Gandor Kindergarten and the Bina Takwa Islamic Kindergarten, have been able to design learning plans in the form of teaching modules and weekly learning implementation plans (RPPM) and have also prepared assessments for students.

Based on the results of observations and documentation studies carried out in Attachment 5 and Attachments 9 and 10, school principals and teachers start planning learning from the stage of analyzing learning outcomes (CP) by considering the institution's vision and mission, identifying learning topics, where identification is obtained from children's chatter and interests. children, identify problems in the school environment, then determine a topic, set learning objectives that match the topic, then create a concept map to make it easier to determine learning activities, after making a concept map the educator determines learning activities and determines the tools, materials and learning resources.

Based on the results of the documentation in attachments 9 and 10. Assessment planning begins with setting learning objectives as assessment indicators based on the learning objectives that have been planned in the teaching module, collecting child data by determining assessment techniques, for example using checklists, anecdotal notes, series of photos and documentation. Not all of these techniques are used, but based on the abilities and needs of educators, then create instruments based on the selected assessment techniques, then learning objectives can be stimulated through activities that children are interested in.

b. Planning project activities to strengthen the profile of Pancasila students

In planning the independent curriculum, planning also needs to be carried out for project activities to strengthen the profile of Pancasila students, starting from identifying school readiness, preparing project designs to designing project modules. Where in the independent curriculum, P5 activities for PAUD

level are carried out at least twice a year with reference to the six dimensions of the Pancasila student profile and themes that have been prepared by the Ministry of Education and Culture. To facilitate the implementation of project activities to strengthen the profile of Pancasila students, planning is needed. For this reason, sekolah penggerak before carrying out P5 activities need to identify school readiness before preparing project activities

This is in line with the statement of the informant, namely the Principal of the PKK Kindergarten, Peneda Gandor, regarding the planning of project activities to strengthen the profile of Pancasila students:

"Yes, before preparing project activities, we carry out identification first. "Starting from what problems exist in our school environment, the needs of students, the interests of students and other supporters. Then we determine what project theme we will raise."

Another statement regarding the planning of project activities to strengthen the profile of Pancasila students was also conveyed by the principal of Bina Takwa Islamic Kindergarten:

"Already, before preparing project activities, we identify the problems that we will raise in accordance with the interests and characteristics of the children, then we discuss the readiness of PTK, parents and students as well as the readiness of resource persons."

This statement was also confirmed by the teacher from the Penenda Gandor PKK Kindergarten:

"Yes, before preparing project activities, we carry out identification first so that the project activities carried out are in accordance with the needs and problems that exist in the school environment."

Another opinion related to planning project activities to strengthen the profile of Pancasila students was also conveyed by the teacher from Bina Takwa Islamic Kindergarten:

"Of course, before preparing the project teaching module, our education unit identifies it first so that everything that has been planned can be implemented."

Apart from identifying problems in the education unit and identifying student needs, the education unit also drafted a project to strengthen the profile of Pancasila students. This is in line with the statement made by the principal of the PKK Kindergarten, Peneda Gandor:

"Yes, we have planned and prepared a

project to strengthen the profile of Pancasila students for the next semester. In accordance with the results of the identification that we carried out when planning and compiling project activities"

Another informant, namely the principal of the Bina Takwa Islamic Kindergarten school, stated:

"Already. "Before carrying out project activities, of course we need to make a P5 plan in the form of teaching modules."

The principal's opinion was also reinforced by the teacher from Bina Takwa Islamic Kindergarten that the P5 activity plan had been carried out:

"Already, in the past 2 semesters there have been 2 projects underway with the big theme I love Indonesia and my imagination."

The teacher from the PKK Penenda Gandor Kindergarten also said something similar to what the school principal said:

"Yes, before carrying out project activities, we have planned and prepared a project to strengthen the profile of Pancasila students for the next semester in the form of a project module."

From several statements made by informants who are school principals and teachers from the Bina Takwa Islamic Kindergarten and also the PKK Penenda Gandor Kindergarten. That as a sekolah penggerak, it must plan project activities to strengthen the profile of Pancasila students, starting from identifying the readiness of the educational unit and the needs of students in accordance with the problems existing in the educational unit environment so that the themes raised are in accordance with needs and also so that students can become lifelong learners who competent, characterized, and behaves in accordance with Pancasila values

Apart from identifying readiness, schools also plan P5 activities by designing P5 teaching modules as a guide for educational units to carry out project activities to strengthen the profile of Pancasila students.

Based on the results of observations and documentation in Attachments 9 and 10, the P5 teaching module has been prepared by the Peneda Gandor PKK Kindergarten and the Bina Takwa Islam Kindergarten. Where planning project activities to strengthen the profile of Pancasila students begins with forming a P5 facilitation team, compiling a decree, designing the time allocation and dimensions of P5, determining the theme and also designing a project module for strengthening the profile of Pancasila students

Planning is a process for determining the

goals to be achieved by an educational unit and also determining the stages needed to achieve these goals.

Curriculum is also a teaching plan and as a system (curriculum system which is part of the school system). As a teaching plan, the curriculum contains the objectives to be achieved, the materials to be presented, teaching activities, teaching tools and teaching time schedule. As a system, the curriculum is a part or subsystem of the overall organizational framework of the school or school system.

Planning is a series of preparatory actions to achieve goals (Judin et al., 2017). Planning is a guideline, outline, or instructions that must be followed if you want good results (Mubin, 2020). In preparing a plan, the first thing you have to do is focus your thoughts on what you want to do, short-term goals and long-term goals for the organization and decide what tools will be used to achieve these goals.

Another understanding conveyed by Bintoro Tjokroaminoto in Husaini Usman (2008) states that planning is the process of systematically preparing activities that will be carried out to achieve certain goals. Planning is the calculation and determination of something that will be carried out in order to achieve certain goals, who will do it, when, where, and how to do it (Judge, 2020). The purpose of planning is to provide clear direction for drawing up future plans or an overview of the next steps to implement the independent curriculum.

As for the results of the research described in CHAPTER IV, the planning for the independent curriculum at the PKK Peneda Gandor Kindergarten and the Bina Takwa Islamic Kindergarten is planning for learning and assessment and planning for projects to strengthen the profile of Pancasila students. The following is a detailed explanation:

a) Learning planning and assessment

Learning and assessment planning in this research covers developmental achievements (CP), formulating learning objectives, developing a flow of learning objectives from learning objectives and also designing learning implementation plans or teaching and assessment modules that will be used.

Learning planning is a design process and joint decision making carried out by educators from the results of thinking rationally about certain learning objectives and also a series of activities that must be carried out as an effort to achieve these objectives by utilizing all available resources by taking into account the stage of development and level of achievement of the participants. Educate according to their

learning needs.

Learning Planning and Assessment in the Implementation of the Independent Curriculum, such as learning outcomes in the Independent Curriculum have been set by the government as competency targets. However, setting competency targets in the form of learning outcomes is not yet concrete enough to guide daily learning activities. For this reason, teachers need to plan, organize and design concrete learning activities according to the needs of their respective educational units.

Basically, the principals and teachers from the PKK Peneda Gandor Kindergarten and the Bina Takwa Islamic Kindergarten already understand the developmental achievements and also understand how to prepare learning objectives and the flow of learning objectives and assessments that have been obtained from the learning committee training and mentoring carried out by the sekolah penggerak facilitators.

Learning outcomes (CP) are the final goal in each phase of student learning. Learning outcomes (CP) are the minimum competencies that students must achieve. CP is designed by referring to the Child Development Achievement Level Standards (STPPA) and Content Standards.

Meanwhile, from the results of the research conducted. The education unit has prepared learning objectives by determining school characteristics and then continued by formulating learning objectives based on CP, characteristics, vision and mission.

Learning objectives are an important stage in the series of learning design development and in the formulation of learning objectives schools refer to learning outcomes. Meanwhile, the flow of learning objectives is structured to make it easier for students and educators to achieve the learning objectives that have been set.

The learning implementation plan has been planned by the PKK Peneda Gandor Kindergarten and the Bina Takwa Islamic Kindergarten by preparing a learning implementation plan designed in the form of teaching modules tailored to the needs and interests of students. Then every day the teacher collects data on children's learning achievements as an assessment process.

Planning for a project to strengthen the profile of Pancasila students in this research starts from identifying school readiness and also designing a project to strengthen the profile of Pancasila students. In planning the independent curriculum, especially in designing activity modules for the project to strengthen the profile of Pancasila students, it is necessary to pay

attention to the principles of the project to strengthen the profile of Pancasila students, including holistic, contextual, student-centered and exploratory (Riowati & Yoenanto, 2022).

Education units need to prepare an ecosystem or culture that supports the implementation of projects to strengthen the profile of Pancasila students in schools (Angga et al., 2022) (Santika, 2020). These include being open-minded in receiving input, committed and trying to make improvements in a better direction, understanding new things and also being collaborative. The project to strengthen the profile of Pancasila students will be carried out optimally if students, educators and the educational unit environment as the main components of learning can mutually optimize their roles. For this reason, careful planning is needed, in accordance with the P5 implementation guide from the Ministry of Education and Culture as follows:

1. Designing time allocation and dimensions of the Pancasila student profile
2. Form a project facilitation team
3. Identify the level of readiness
4. Choose a general theme that has been determined by the Ministry of Education and Culture
5. Determination of specific topics
6. Up to designing project modules

Based on what has been described above, it is in line with the results of research conducted at the PKK Peneda Gandor Kindergarten and the Bina Takwa Islamic Kindergarten, that the education unit has planned a project to strengthen the profile of Pancasila students by holding an internal meeting first to form a person in charge and a project facilitation team. After that, the education unit identifies school readiness before preparing project activities. Where identifying school readiness includes several things including identifying problems that exist in the educational unit environment, identifying student needs, interests and the culture that develops in the school environment as a basis for determining project activities. then from the results of the identification, discuss again regarding PTK readiness, parents and students as well as the readiness of resource persons. After identifying school readiness, the PKK Peneda Gandor Kindergarten and the Bina Takwa Islamic Kindergarten prepared or designed a project plan for strengthening the Pancasila student profile in the form of a teaching module (P5) where the unit designed the activity by compiling two themes or topics prepared by the Ministry of Education and Culture and creating a specific topic. tailored to the needs of each educational unit.

CONCLUSION

Based on the research results, it was concluded that the learning planning and assessment carried out at the PKK Peneda Gandor Kindergarten and the Bina Takwa Islamic Kindergarten started from analyzing CP, identifying student characteristics, determining topics, determining learning objectives, making concept maps, determining learning activities and determining tools. and activity materials. Meanwhile, planning an assessment begins with setting learning objectives as assessment indicators, collecting data, determining assessment techniques and creating instruments. Planning project activities starts from forming a P5 facilitation team, compiling SK, identifying school readiness, designing time allocation and P5 dimensions, determining themes and designing P5 modules..

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