

Analysis of Pancasila Education Implementation within the Independent Curriculum Paradigm: A Case Study at SDN Sentul 1

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ABSTRACT

This study aims to analyze the implementation of Pancasila Education learning within the Independent Curriculum paradigm in fourth grade at SDN 1 Sentul. The research approach used is descriptive qualitative with data collection techniques through observation, interviews, and document review. The results show that teachers have attempted to apply the principles of the Independent Curriculum through student-centered learning, group discussion activities, and the use of Student Worksheets (LKPD) and value reflection. Learning plans are arranged based on the Learning Objectives Flow (ATP) and Learning Outcomes (CP) with the integration of Pancasila values in apperception and discussion activities. The implementation of learning went quite well, although there were still obstacles such as limited digital media, unequal student participation, and suboptimal authentic evaluation. Evaluation was carried out through formative and authentic assessments to comprehensively assess student abilities. These findings confirm that the implementation of Pancasila Education in elementary schools supports character strengthening and the development of the Pancasila Student Profile that is faithful, critical, and cooperative in accordance with the direction of the Independent Curriculum.

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INTRODUCTION

PKn or now referred to as Pancasila Education is used as a forum to achieve the goals of National Education. The subject of citizenship education aims to build citizens who understand and are able to carry out their rights and obligations as Indonesian citizens who are intelligent, skilled, and have the characteristics set forth by Pancasila and the 1945 Constitution of the Republic of Indonesia (Fauziah, 2023). The strategic role of Pancasila education is to produce a generation of nations with character, integrity, and a national spirit. Pancasila education aims to instill moral, social, and nationalistic values based on the precepts of Pancasila as the main subject in elementary schools. The Independent Curriculum is present as a new paradigm in the transformation of national education because it emphasizes the freedom of differentiated learning, as well as the development of students' competencies and character as a whole (Agustiana et al., 2023).

The Independent Curriculum paradigm demands Pancasila education that is more contextual, interactive, and focuses on students' real lives. Here, the role of teachers is changed from just a material presenter to an active, reflective, and student-centered learning facilitator. Therefore, it is very important to investigate how Pancasila Education learning is applied in elementary schools. This assessment is important, not only to assess whether learning is in accordance with the curriculum policy, but also to find out how effectively learning can shape student character. Project-based learning focuses students on important material, which makes it different and provides enough space for teachers to organize engaging learning so that students are interested in learning PPKn (Pangkey & Merentek, 2023).

One of the public elementary schools in Blitar City, the UPT Education Unit SDN 1 Sentul, has gradually implemented the Independent Curriculum since 2023. The results of field observations show that teachers are trying to incorporate Pancasila Education into their curriculum. They use Student Worksheets (LKPD), discussion-based learning, and reflective activities to understand rights and obligations. However, in its implementation there are still some limitations. These limitations can be seen from the use of digital learning media, various teaching methods, and formative assessment systems that are not well documented. This condition shows that constant changes between policies and learning practices in the field are needed to implement the Independent Curriculum (Simanjuntak et al., 2023).

Pancasila Education Learning in the Independent Curriculum should be student-focused, project-based, and authentic assessment (Freeman et al., 2014). According to these three principles, students are required to learn actively through social experience and moral reflection rather than simply learning the concept of citizenship. Therefore, reflecting on implementation practices in elementary schools such as SDN 1 Sentul is an important learning material for teachers, academics, and education policymakers to create effective and meaningful learning models.

The purpose of this article is to see how Pancasila Education learning based on the Independent Curriculum is applied at SDN 1 Sentul. It is hoped that this article can make a theoretical and practical contribution to strengthening the implementation of Pancasila Education in elementary schools in an effort to build a generation of Pancasila students who have character, critical thinking, and competitiveness).

RESEARCH METHODS

This study uses a descriptive qualitative approach where the research design combines the findings of field observation and in-depth interviews with relevant literature research on the implementation of Pancasila Education learning in the Independent Curriculum paradigm. This method is used to gain a deeper understanding of learning methods, the values instilled in Pancasila, and the difficulties of its application in basic education. Sugiyono, (2020) states that qualitative research is suitable for describing learning phenomena in schools because of its focus on understanding the meaning and context of the research subject. Rukminingsih et al., (2020) states that source triangulation and reflective approaches allow researchers to conduct comprehensive analysis through a combination of observation and literature research, which strengthens the design of this study. Saputra & Sunarya, (2024) Also achieving similar results

is that the use of qualitative methodologies in educational research allows for a deeper analysis of the dynamics of value-based learning.

Primary and secondary data were obtained through direct observation of learning activities and semi-structured interviews with teachers and students. The official policies of the Ministry of Education, Culture, Research, and Technology are secondary sources of data. This method is in line with the findings of the study Wardarita et al., (2023) which emphasizes that for educational research to have strong validity and contextual relevance, field results must be integrated with theoretical research. The data collected is then grouped based on three main components: preparation, implementation, and assessment of Pancasila Education learning in the Independent Curriculum.

Following the Miles, Huberman, and Saldaña models in Sugiyono, (2020), data analysis is carried out interactively and inducively and includes three stages: data reduction, data presentation, and conclusion drawn. The presentation stage consists of narrative descriptions and themes of analysis results that show the relationship between the theory and learning practice of Pancasila Education in elementary schools. The reduction stage is carried out to remove important information from the findings of interviews and observations relevant to the research subject. Furthermore, the results are interpreted and associated with the values of Pancasila and the Independent Curriculum. According to Moleong, (2021), the interpretation of qualitative research should be done carefully taking into account the social and cultural context in which the research was conducted. This is done so that the research findings are not only descriptive but also meaningful and can be used to develop learning practices. It is hoped that this research will provide a theoretical and empirical understanding of how Pancasila education is applied contextually in the Independent Curriculum paradigm in elementary schools.

RESULT AND DISCUSSION

Result

The results of this study were obtained through data analysis by means of observation observation to 19 Grade IV students of SDN 1 Sentul. The analysis of the results of observation shows that the process of preparation, implementation, and evaluation of Pancasila Education learning takes place in accordance with the teacher's plan. However, the effectiveness of learning is still influenced by several factors, such as students' readiness to receive materials, limited implementation time, and support for the learning environment at school and at home.

Table 1. Observation Results of Observation of Grade IV Students of SDN 1 Sentul

Minute to-	Activities
5'	Students prepare for learning guided by teachers. Students pray at the beginning of the lesson and the presence of students by the teacher. Conduct perceptual activities and inform learning objectives.
10'	Students are given LKPD to discuss lessons in groups and guided by teachers.
15'	During the process of working on group assignments, teachers also foster active student participation during learning.

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| 20' | The teacher monitors the results of the students' work during the process. |
| 25' | Students present the results of the group work in front of the class. |
| 30' | Active participation from other students is less noticeable when the presenter is communicating the results. |
| 35' | The teacher involves the students in the process of concluding learning. |
| 40' | The teacher delivered the assignment as a follow-up to the enrichment. |
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Based on the results of observations, the learning process of Pancasila Education in grade IV of SDN 1 Sentul went quite well according to the teacher's plan. In the preparation stage, the teacher begins the lesson with prayer, presence, and the delivery of learning objectives. During the activity, students were seen quite active in discussing in groups and completing LKPD with the guidance of teachers. However, during the presentation activity, some students seemed to lack focus and did not pay full attention to the group that delivered the results. At the end of the lesson, the teacher invites students to conclude the material and give follow-up assignments. In general, the implementation of learning went smoothly, although student participation and concentration still needed to be improved.

Discussion

To realize Pancasila students who have faith, global diversity, work together, think critically, creatively, and independently, it is very important to apply Pancasila Education in the Independent Curriculum paradigm in elementary schools (Tirtoni, 2019). The Independent Curriculum paradigm brings about a major change in the method of Education by changing a teacher-centered approach to a student-centered approach, or *Students Centered Learning* which emphasizes differentiation, contextualization, and reflection of values (Yanti et al., 2024). The results of observations conducted at SDN 1 Sentul show that teachers have tried to implement the Independent Curriculum by holding group discussions, using the Student Worksheet (LKPD) and thinking about the grades at the end of each class. This shows that there is an effort to change education from a conventional approach to an active and collaborative approach. This statement is in line with research Yanti et al., (2024) who found that active learning can significantly improve students' participation and understanding of concepts.

The flexible flow of Learning Objectives (ATP) and Learning Outcomes (CP) are very important components in the learning planning of Pancasila Education in the Independent Curriculum at SDN 1 Sentul. Teachers have included Pancasila values in perception activities and discussions in the design of teaching modules. This method is in line with the principle of student-centered learning, where teachers are required to adjust learning strategies and content according to students' needs and potentials (Marhamah & Zikriati, 2024; Switri, 2025). Pancasila Education Learning must include three important domains: psychomotor, affective, and cognitive. Putri & Wicaksono, (2025) states that national values must be internalized through concrete actions, such as group work, social discussions, and introspection. At SDN 1 Sentul, teachers have adopted this approach by creating activities that encourage students to be socially responsible. However, the different types of interactive digital media and available learning resources hinder preparation (Maharyati & Ningsih, 2025). Many elementary schools

face these limitations. According to Murdiansyah et al., (2025), teachers must innovate by creating learning designs that associate Pancasila values with contextual experiences, such as field studies or social projects in the school environment.

At SDN 1 Sentul, Pancasila education is taught in three main stages: introductory, core, and closing activities. This model is aligned with the principles of cooperative and project learning that emphasizes cooperation, communication, and social responsibility between students (Andriani et al., 2025). The teacher facilitates students to have a group discussion on the theme of "Rights and Obligations" during the core activities. However, the results of observations showed that students' enthusiasm decreased when the results of the discussion were presented. This phenomenon suggests that strategies such as role play, value drama, or case simulation should be applied to make learning more lively and relevant to students' lives (Murdiansyah et al., 2025). According to Anbiya et al., (2025), experiential learning, also known as hands-on learning, can help students understand the value of Pancasila in a concrete rather than theoretical way.

Teachers are also responsible for encouraging discussion and thought. Which is the basis of Pancasila education, a reflective approach helps students understand the moral value of every action. According to Zuriah & Sunaryo, (2022), the learning of national values is considered successful if students engage in social and reflective activities. This allows them to learn morals independently.

So far, the evaluation of Pancasila Education learning at SDN 1 Sentul has resulted in the implementation of formative and authentic tests. Teachers evaluate competencies through direct observation, group reflection, and assessment of student work results. Authentic assessments are essential because they assess a student's abilities based on real processes and results rather than just a written test (Lift et al., 2024). Nonetheless, reflective portfolios and individual assessments have not been implemented comprehensively. Clear, fast, and specific feedback can improve student learning effectiveness (Munip et al., 2021). Therefore, teachers must involve parents in providing *Feedback* on the development of children's character and create a reflective evaluation system. This is in line with the findings Badruttamam et al., (2018) who found that parental involvement can increase students' desire to learn and give them a sense of responsibility for the learning process.

The Merdeka Curriculum also emphasizes the importance of continuous assessment to evaluate overall attitudes, knowledge, and skills (Utami et al., 2025). Pratiwi, (2022) also states that since the moral aspect cannot be measured by numbers, character assessment must be an important part of Pancasila education.

The results of the reflection show that educators in elementary schools are still in the stage of adapting to the change in learning paradigm. The limitations of digital facilities, differences in students' abilities, and the administrative responsibilities of teachers are major problems (Hasballah & Zulfatmi, 2024) Nevertheless, teachers at SDN 1 Sentul are very committed to implementing cooperative and value-based learning. Atin Supriatin stated that educational practices must be understood in the social and cultural context in which they take place. The heterogeneous social environment of students at SDN 1 Sentul is an important place to instill the values of responsibility, tolerance, and mutual cooperation. To ensure the sustainability of the implementation of the Independent Curriculum, the recommended

strategic step is to improve teachers' abilities through reflective training and learning communities, also known as communities of practice (Laba Jayanta et al., 2025)

This research supports Vygotsky's theory of social constructivism, which emphasizes the importance of social interaction to shape an understanding of cultural and moral values (Lestari et al., 2024). In the independent curriculum, Pancasila education shows that students can build national values through direct experience and cooperation. In practical terms, this implementation shows that education policy, educational innovation, and learning environment support must work together. In order for Pancasila Education to truly become a vehicle for the formation of the character of the nation's generation, teachers must continue to update the reflection-based learning approach, schools must provide supportive media, and the government must strengthen curriculum implementation training.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the implementation of Pancasila Education learning in the Independent Curriculum paradigm in grade IV of SDN 1 Sentul has gone quite well and shows the real efforts of teachers in adapting the learning process to the principles of the Independent Curriculum. Teachers have implemented a student-centered learning approach through group discussion activities, the use of Student Worksheets (LKPD), and reflective activities to understand Pancasila values.

However, the implementation of learning still faces several obstacles, such as limited use of digital media, low student participation during group presentations, and the implementation of authentic assessments and reflective portfolios is not optimal. Even so, teachers' commitment to developing active and contextual learning shows a positive adaptation process to the change in educational paradigm.

Conceptually, the application of Pancasila Education learning at SDN 1 Sentul is in line with the theory of social constructivism which emphasizes the importance of social interaction in the formation of student values, morals, and character. To strengthen future implementation, continuous support is needed through improving teacher competence, providing adequate learning facilities, and collaboration between schools, parents, and the government. Thus, Pancasila Education can play an optimal role in forming a Pancasila Student Profile that has character, independence, and critical thinking according to the goals of the Independent Curriculum.

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