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Implementation of Independent Learning Through the Role of the Driving Teacher for the Realization of the Pancasila Student Profile

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Abstract. *The Industrial Revolution 4.0 is an external challenge for the Indonesian people. Learning knows no boundaries of space and time. The internal challenge is the decline in the morale of the Indonesian nation's children, which is reflected in lifestyle changes, including abuse of social media, online prostitution, bullying, drugs, and student brawls by students, which are still educational problems. Improvements in the world of education must be made by the Indonesian nation to neutralize the adverse effects of technological advances, namely the independent curriculum with the independent learning program, which gives freedom to teachers and students to determine how they learn, design fun, innovative learning, independent student learning, and foster creativity. And cultivate happiness. As the frontline in education, teachers must always be responsive and able to adapt because teachers are role models in educational transformation. Conversely, low teacher competence is still a problem in the world of education. To increase teacher competence, the teacher mobilization program aims to optimize teacher abilities and encourage student leadership, master technology, evaluate learning, and train 21st-century skills and character. This study used a literature review using the PRISMA 2020 diagram. The data for the 36 articles used in this study were obtained through lens.org, Google Scholar, and sinta. The data search uses previous research that is relevant to the keywords independent learning, driving teachers, and Pancasila student profiles from 2020 – 2022. From the results of the literature study, independent learning through the role of driving teachers can realize the profile of Pancasila students.*

Keywords - *independent learning, driving teachers and student profiles of Pancasila*

Abstrak. *Revolusi Industri 4.0 merupakan tantangan eksternal bagi bangsa Indonesia. Belajar tidak mengenal batas ruang dan waktu. Tantangan internal adalah menurunnya moral anak bangsa Indonesia yang tercermin dari perubahan gaya hidup antara lain penyalahgunaan media sosial, prostitusi online, bullying, narkoba, dan tawuran pelajar yang dilakukan pelajar masih menjadi masalah pendidikan. Perbaikan dalam dunia pendidikan harus dilakukan oleh bangsa Indonesia untuk menetralkan dampak negatif dari kemajuan teknologi yaitu kurikulum merdeka dengan program merdeka belajar, yang memberikan kebebasan kepada guru dan siswa untuk menentukan bagaimana mereka belajar, mendesain menyenangkan, inovatif belajar, kemandirian belajar siswa dan menumbuhkan kreativitas, serta menumbuhkan kebahagiaan. Sebagai garda terdepan dalam pendidikan, guru harus selalu tanggap dan mampu beradaptasi, karena guru merupakan panutan dalam transformasi pendidikan. Sebaliknya, rendahnya kompetensi guru masih menjadi masalah dalam dunia pendidikan. Untuk meningkatkan kompetensi guru, program guru penggerak merupakan solusi untuk mengoptimalkan kemampuan guru dan mendorong kepemimpinan siswa, menguasai teknologi, mengevaluasi pembelajaran, dan melatih keterampilan dan karakter abad ke-21. Penelitian ini menggunakan literature review dengan diagram PRISMA 2020. Data 36 artikel yang digunakan dalam penelitian ini diperoleh melalui lens.org, Google Scholer, dan sinta. Pencarian data menggunakan penelitian terdahulu yang relevan dengan kata kunci merdeka belajar, guru penggerak, dan profil siswa pancasila mulai tahun 2020 – 2022. Dari hasil kajian literatur merdeka belajar melalui peran guru penggerak dapat mewujudkan profil pelajar Pancasila.*

Kata Kunci - *merdeka belajar, guru penggerak dan profil pelajar Pancasila*

I. INTRODUCTION

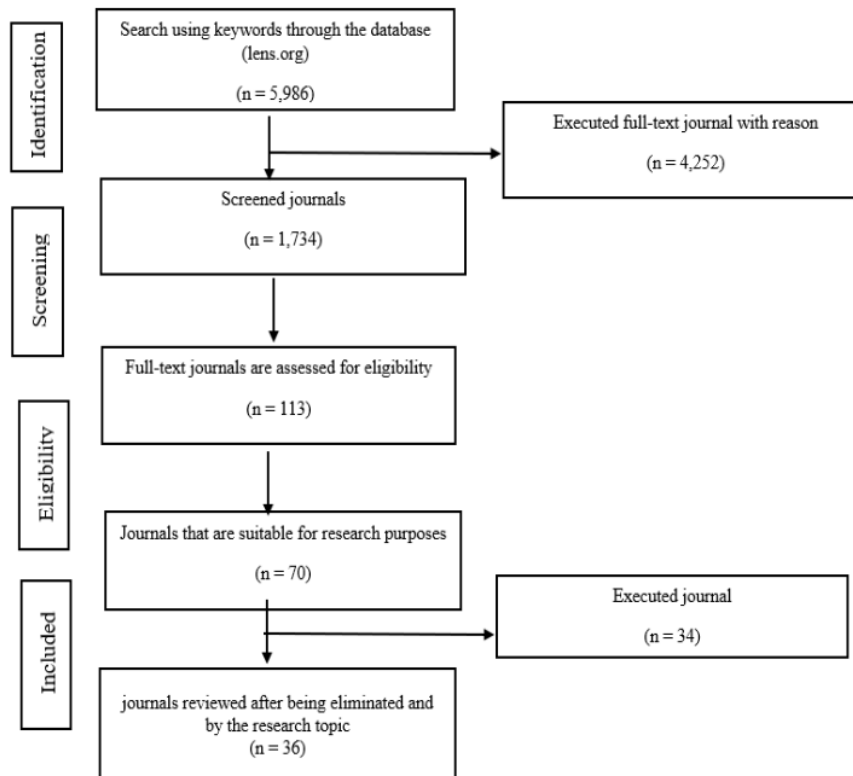
The industrial revolution 4.0 and society 5.0 are external challenges for Indonesia. [1][2] Learning is not limited by space and time, with digitalization as an essential tool. [2][3][4][5] The internal challenge is the decline in the morale of Indonesian children, especially teenagers, due to technological advances, which are reflected in lifestyle changes and the misuse of technology on social media. [1][4][6] Online prostitution, bullying, narcotics, and student brawls committed by students are still a problem in the world of education. [2][7][8][9][10] Tackling these challenges needs improvement in the education world to create a resilient generation that can neutralize the negative impacts of technological progress. [1] Quality education is obtained from a balanced learning process between cognitive, psychomotor, and affective to produce spiritually and emotionally intelligent graduates. [11][12][13] The Ministry of Education and Culture Indonesia launched a drive school program as an alternative to improving the world of education that focuses on national culture, not on administration but on creating creative, innovative, and enjoyable learning so that the graduates produced reflect Pancasila values through independent learning. [14] The independent curriculum implementation focuses on essential materials and student competencies according to their learning phase through projects. It increases students' literacy and numeracy abilities, student center learning, and gives schools and teachers freedom to create knowledge. [15][16][17] Freedom to learn allows teachers and students to determine how they learn and design fun and innovative learning; students learn independently and foster creativity and happiness. [18]

Four "free learning" national education policy programs, namely (1) the elimination of UNBK, (2) the Minimum Competency Assessment (AKM) and Character Surveys, (3) one-page RPP, and (4) more flexible PPDB zoning. [2][15][19][17][20][21][18] Education policies are constantly changing, so teachers must always be responsive and able to adapt because teachers are role models in educational transformation. [13][22][23] Low teacher competence is still a problem in the world of education. [3][12][24][25] The phenomenon in the field is that teachers teach without learning media, do not master technology, or lecture methods, students are passive, the teacher is the only source of learning, do not make lesson plans, and limits the creativity and freedom of student learning. [13][22][25] To improve the competence of teachers, the ambitious teacher program is a solution to optimizing teacher abilities and encouraging student leadership, mastering technology, and evaluating their learning. Teachers inspire other teachers and students, carry out learning innovations and continually improve their pedagogical skills, bring about changes in their schools, instill character education, train 21st-century skills, and encourage students to increase their achievements. [1] [22][26][27][28] [29][30][31]

The driving school is expected to implement an independent curriculum with independent learning through the role of the driving teacher in it. Mastering technology, conducting evaluations in teaching and learning activities, and improving their performance regularly so that students' academic achievement increases. Through an appreciative inquiry approach, creating a new culture in schools so that they can make educational changes in schools by optimizing the existing potential for school progress. [23][28] We are paying attention to the needs of students and developing students' talents and interests to realize the Pancasila student profile. The character of the Pancasila student profile of students is formed on the application of school culture through intra-curricular, co-curricular, and extra-curricular activities by reflecting Pancasila values. [9][32][33] The school program is structured for the Realization of Pancasila Student Profiles implemented with P5 (Project Strengthening Pancasila Student Profiles) student learning needs, meaningful learning for students, practicing 21st-century skills with 4 C and Pancasila student profile characters, using technology and enjoying learning. Character indicators of the Pancasila Student Profile, which are expected to be embedded in students, are growing Faith and Piety in students to God and having noble character, critical thinking, independence, creativity, cooperation, and global diversity, with the principle of being lifelong learners. [5][7][9] [23][32][34][35] [36] Character education for Pancasila student profiles must be formed from an early age which will later reflect the students' morals when they are adults. [37] Hile, the role of the driving teacher is focused on the teacher's ability to encourage 21st-century skills and the profile character of Pancasila students, as well as realizing student leadership. [1][2][3][4][13][24][31]

II. METHOD

This study uses a literature review, namely a data search using previous research relevant to the research question with the PRISMA diagram 2020. [24] Data was obtained through lens.org, Google Scholar, and sinta. There are four stages in the 2020 prism diagram, namely the Identification stage by searching using the keywords independent learning, driving teachers, and Pancasila student profiles through the database. 5.986. At the screening stage of journals published in 2020-2022, there were 1,734 articles. At the Eligibility stage, journals with the full text according to the research title were assessed for eligibility as many as 113 articles, while journals that matched the research were 70 articles. In the Included stage, there are 36 articles reviewed after being eliminated and according to the research topic. PRISMA 2020 diagram for the literature review is as follows.



III. RESULTS AND DISCUSSION

Independent learning is the best solution for improving the quality of education in Indonesia. With independent learning, teachers and students are also separated in learning. The teacher creates creative, innovative, and fun learning using technology and accommodates students' learning needs according to their phase. Students learn to enjoy and are responsible for planning, implementing, and evaluating their learning. [18][19][20][21][20][24][31] The driving teacher is a milestone in improving education through his role in encouraging students' 21st-century skills, cultivating the character profile of Pancasila students, and realizing student leadership in the hearts of Indonesian students. [21][22][24][31] The ultimate goal of independent learning through the role of driving teacher is to create a generation with character where the behavior of Indonesian students reflects the noble values of Pancasila, which can neutralize western cultures that enter freely through the era of digitalization of technology. Religious attitude, creativity, ability to reason critically, independence, mutual cooperation, and global diversity. [5][33][35]

Articles discussed according to article search engines are found as follows:

Table 1

Search results related to the Implementation of Freedom of Learning Through the Role of the Driving Teacher for the Realization of the Pancasila Student Profile.

Article Reviews	Indicator Pancasila Student Profile						
	The role of the driving teacher leadership	Faith and Taqwa	Think critically	Independence	Creativity	Cooperation	Global Diversity
[1]	√	√	√	√	√	√	√
[2]	√		√	√	√	√	√
[3]	√	√	√	√	√	√	√
[4]	√	√	√		√		
[5]		√	√	√	√	√	√
[6]	√	√	√	√	√	√	√
[7]	√	√	√	√	√	√	√
[8]	√	√	√	√	√	√	√
[9]	√	√	√	√	√	√	√
[10]		√	√	√	√	√	√
[11]	√	√	√	√	√	√	√
[12]	√	√	√	√	√	√	√
[13]	√	√	√	√	√	√	√
[14]	√	√	√	√	√	√	√
[15]	√	√	√	√	√	√	√
[16]	√		√	√	√		√
[17]	√		√	√	√	√	
[18]	√	√	√	√	√	√	√
[19]	√		√	√	√		
[20]	√	√	√	√	√	√	√
[21]	√	√	√	√	√	√	√
[22]	√	√	√	√	√	√	√
[23]	√	√	√	√	√	√	√
[24]	√		√	√	√		
[25]	√						
[26]	√						
[27]	√				√		
[28]	√	√	√	√	√	√	√
[29]	√	√	√	√	√	√	√
[30]		√	√	√	√	√	√
[31]	√	√	√	√	√	√	√
[32]		√	√	√	√	√	√
[33]	√	√	√	√	√	√	√
[34]		√	√	√	√	√	√
[35]		√	√	√	√	√	√
[36]		√	√	√	√	√	√

A review of 36 data journals shows the role of driving teachers in encouraging 21st-century skills and the character profile of Pancasila students 83%, 83% realizing student leadership. Activist teachers in independent learning must be able to create innovations in education, cultivate students to think critically and creatively, foster independence, and communicate and master technology according to modern times; student-centered learning and all learning activities must be directed at forming student profiles Pancasila. [13][22] The character profile of Pancasila students that is implemented is 83% to have faith and piety to God Almighty and noble morals, 92% think critically, 88% grow independence, 94% creativity, 69% cooperation, and 75% global diversity. However, what needs to be improved is the character of mutual collaboration, which shows the lowest percentage, namely 69%. The purpose of the Pancasila Student Profile is to form a superior generation. It is called excellent if Indonesian students' every action reflects the implementation of Pancasila values, masters and is wise in technology and learns throughout their life. [35]

VII. CONCLUSION

Digitalization of technology in the industrial era 4.0 makes it easy for students and teachers to access all information quickly, precisely, and accurately without being limited by space and time. However, in the field, there are still many students who are not wise in using technology which is marked by the decline in student morale in Indonesia. Low teacher competence is still a problem even though teachers are the first to deal directly with students in class. The implementation of independent learning is a solution to improving education with the role of the driving teacher, which encourages collaboration, teaches 21st-century skills, instills the character values of the Pancasila student profile, and realizes student leadership. The results of the literature on the 36 reviewed journals stated that 83% had faith and piety to God Almighty and Noble morality, 92% thought critically, 88% fostered independence, 94% had creativity, 69% gotong royong, and 75% had global diversity. From these data, it was concluded that the implementation of independent learning through the role of the driving teacher could realize the profile of Pancasila students.

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