

INDEPENDENT LEARNING CURRICULUM MANAGEMENT TO STRENGTHEN THE PANCASILA STUDENT PROFILE AT SEKOLAH INDONESIA MAKKAH SENIOR HIGH SCHOOL

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Abstract

This study analyzes the management of the Independent Curriculum in strengthening the Pancasila Student Profile at Sekolah Indonesia Makkah Senior High School. A qualitative field-research approach was employed. Data were collected through interviews, observation, and documentation and analyzed using the Miles, Huberman, and Saldana model through data condensation, data display, and conclusion drawing. The findings show that curriculum planning is conducted systematically through teacher training, school-condition analysis, operational curriculum development, curriculum coordination, and P5 project planning. Implementation is carried out through differentiated learning and a filmmaking project that integrates the six dimensions of the Pancasila Student Profile: faith and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity. Supporting factors include teacher competence, leadership support, facilities, and a collaborative school culture, while constraints involve differentiated-learning understanding, administrative workload, project readiness, and uneven student motivation. The study highlights the importance of systematic, participatory, flexible, and sustainable curriculum management in promoting student-centered learning, character formation, and twenty-first-century competencies.

Keywords: Curriculum Management, Independent Curriculum, Pancasila Student Profile, Indonesian School of Makkah.

Abstrak

Penelitian ini bertujuan menganalisis manajemen Kurikulum Merdeka dalam memperkuat Profil Pelajar Pancasila di SMA Sekolah Indonesia Makkah. Penelitian menggunakan pendekatan kualitatif berbasis penelitian lapangan. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi, kemudian dianalisis menggunakan model Miles, Huberman, dan Saldana melalui kondensasi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa perencanaan kurikulum dilakukan secara sistematis melalui pelatihan pendidik, analisis kondisi sekolah, penyusunan dokumen operasional, koordinasi kurikulum, serta perencanaan proyek P5. Implementasi dilakukan melalui pembelajaran berdiferensiasi dan proyek pembuatan film yang mengintegrasikan enam dimensi Profil Pelajar Pancasila, yaitu beriman dan berakhlak mulia, berkebinekaan global, bergotong royong, mandiri, bernalar kritis, dan kreatif. Faktor pendukung meliputi kompetensi pendidik, dukungan pimpinan, fasilitas, dan budaya kolaboratif, sedangkan hambatan mencakup pemahaman diferensiasi, beban administrasi, kesiapan proyek, dan motivasi sebagian siswa. Temuan menegaskan pentingnya pengelolaan kurikulum yang sistematis, partisipatif, fleksibel, dan berkelanjutan untuk membentuk pembelajaran yang berpusat pada siswa serta memperkuat karakter dan kompetensi abad ke-21.

Keywords: Curriculum Management, Merdeka Curriculum, Pancasila Student Profile, SMA Sekolah Indonesia Makkah.



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INTRODUCTION

Education plays a role as a forum for optimizing students' potential, interests and talents, aiming to improve their quality of life so that they can contribute to national development.¹ In the context of national development, education is defined as an effort to improve human dignity and is required to produce people of higher quality in order to guarantee the implementation and continuity of development.² Through education, humans can survive amidst the increasingly rapid changes of the times. Therefore, every individual has the right to receive a proper education, considering that education is a crucial aspect of community life. To achieve the national education goals as stipulated in Law No. 20 of 2003, it is recommended that education align with the development of the curriculum itself.³

The function of the curriculum is to facilitate a smooth learning process under the direction and responsibility of the school or educational institution and its teachers, with the goal of achieving educational goals. The latest curriculum, initially known as the prototype curriculum, was later renamed the Independent Learning Curriculum.⁴ This curriculum gives educators the freedom to design learning according to student characteristics. The fundamental difference between this new curriculum and the previous one, the 2013 Curriculum, lies in the mandate and structure of both. While the 2013 Curriculum adopted a science-based approach, the Merdeka Belajar Curriculum adopts a project-based learning approach.⁵ This latest curriculum is implemented as a solution to address educational problems in Indonesia, serves as an educational recovery effort, and aims to address educational challenges in line with current developments.

The Independent Learning Policy is an initiative launched by the Indonesian Ministry of Education, Culture, Research, and Technology (Kemendikbudristek).⁶ This policy aims to provide students with the freedom to determine their own learning process, allowing them to optimally develop their interests, talents, and potential. The four independent learning policies include national standard school exams, national exams, learning implementation plans, and a zoning

¹ Syamsul Arifin, "Peran Guru Pendidikan Jasmani Dalam Pembentukan Pendidikan Karakter Peserta Didik," *Multilateral: Jurnal Pendidikan Jasmani Dan Olahraga* 16, no. 1 (2017).

² Leny Lince, "Implementasi Kurikulum Merdeka Untuk Meningkatkan Motivasi Belajar Pada Sekolah Menengah Kejuruan Pusat Keunggulan," *Prosiding Seminar Nasional Fakultas Tarbiyah Dan Ilmu Keguruan IAIM Sinjai* 2 (2022).

³ and Hotmaulina Sihotang Jojor, Anita, "Analisis Kurikulum Merdeka Dalam Mengatasi Learning Loss Di Masa Pandemi Covid-19 (Analisis Studi Kasus Kebijakan Pendidikan)," *Edukatif: Jurnal Ilmu Pendidikan* 2, no. 2 (2022): 5150–61.

⁴ and Nur Amalia Ardianti, Yekti, "Kurikulum Merdeka: Pemaknaan Merdeka Dalam Perencanaan Pembelajaran Di Sekolah Dasar," *Jurnal Penelitian Dan Pengembangan Pendidikan* 6, no. 3 (2022): 399–407.

⁵ Heri Dermawan Ahmad, "Pengembangan Strategi Pembelajaran MI/SD Yang Inovatif Dalam Implementasi Kurikulum Merdeka," *Pendidikan Guru Madrasah Ibtidaiyah* 1, no. 1 (2022): 327–36.

⁶ Dwini Irfani, "Analisis Kebijakan Pada Peraturan Menteri Pendidikan, Kebudayaan, Riset Dan Teknologi No 12 Tahun 2024 Tentang Kurikulum Merdeka," *IJAM-EDU (Indonesian Journal of Administration and Management in Education)* 1, no. 3 (2024): 186–209.

system for new student admissions.⁷ Independent School is one of the concepts implemented in the Independent Learning policy. This concept emphasizes the principle that every student has the right to choose what, how, and where they learn.⁸ Schools that implement the Independent School concept provide greater space for students to participate in the learning process, explore their interests, and develop skills and understanding relevant to their needs. Independent Learning aims to create an autonomous and flexible learning experience, resulting in an innovative and non-restrictive teaching and learning process that is tailored to student needs and focuses on project-based learning.⁹ The development of the Merdeka Belajar curriculum involves the implementation of intracurricular learning patterns and projects to strengthen the profile of independent learners.

The implementation of the Independent Curriculum seeks to restore learning to realize a positive transformation in education in Indonesia. With the Independent Curriculum, educators can better identify students' potential and create relevant learning.¹⁰ The Independent Curriculum also enables educators to implement enjoyable learning through project-based learning. Furthermore, the Independent Learning, Independent Schools policy, in turn, improves the competency of high school graduates, both in terms of hard and soft skills, making them more relevant and prepared to meet the needs of the educational world and become outstanding students in the future.¹¹ This policy can provide more open space for students to develop their potential according to their talents. As a public policy, the "Merdeka Belajar, Sekolah Merdeka" (Freedom to Learn, Independent School) policy has in fact drawn both pros and cons in education circles. On the one hand, some support the policy, arguing that the learning materials received by students are still not relevant to what they expect. Therefore, this policy is considered capable of providing experience and simultaneously broadening students' knowledge.

Regarding the current independent learning policy at the Indonesian School in Makkah, researchers are motivated to conduct research. The aim is to facilitate students' understanding of learning materials and to determine their interests and learning talents, as well as to determine the potential of educators in implementing the independent learning policy. Based on this background, this research is "INDEPENDENT LEARNING CURRICULUM MANAGEMENT TO

⁷ Agustinus Wisnu Dewantara, "Pendidikan Agama Dalam Perspektif Filsafat Idealisme," *JPAK: Jurnal Pendidikan Agama Katolik* 15, no. 8 (2018): 12–22, <https://doi.org/10.34150/jpak.v15i8.81>.

⁸ Agustinus Tanggu Daga, "Makna Merdeka Belajar Dan Penguatan Peran Guru Di Sekolah Dasar," *Jurnal Educatio Fkip Unma* 7, no. 3 (2021): 1075–90.

⁹ Nurul Halimah, "Analisis Pembelajaran Berdiferensiasi Sebagai Bentuk Implementasi Kebijakan Kurikulum Merdeka," *Pendas: Jurnal Ilmiah Pendidikan Dasar* 8, no. 1 (2023): 5019–21.

¹⁰ Shofia Hattarina, "Implementasi Kurikulum Merdeka Belajar Di Lembaga Pendidikan," *Seminar Nasional Sosial Sains, Pendidikan, Humaniora (SENASSDRA)* 1, no. 1 (2022).

¹¹ Yasmansyah, "Konsep Merdeka Belajar Kurikulum Merdeka," *Jurnal Penelitian Ilmu Pendidikan Indonesia* 1, no. 1 (2022): 29–34.

STRENGTHEN THE PANCASILA STUDENT PROFILE AT SENIOR HIGH SCHOOL IN INDONESIA MAKKAH."

RESEARCH METHODS

This research applies a qualitative approach. This study examines the management of the independent learning curriculum to strengthen the profile of Pancasila students at Sekolah Indonesia Makkah Senior High School. This research is a qualitative observational study.¹² This means that the observed data is current, requiring direct observation at the Indonesian School in Makkah. This type of research falls into the field research category, intensively investigating the background of the current situation, as well as social interactions between individuals, groups, institutions, and society. This study employs qualitative research methods, which aim to provide an in-depth explanation of a phenomenon and is conducted through comprehensive data collection.

This research was located at the Indonesian School of Makkah High School, located in Makkah, Saudi Arabia. In Data collection techniques include interviews, observation, and documentation. In analyzing the data, this study adopted the Miles, Huberman, and Saldana model, which involves conducting qualitative data analysis interactively and continuously until all data is collected.¹³ Consists of data condensation, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

Independent Learning Curriculum Management Planning to Strengthen the Profile of Pancasila Students at Sekolah Indonesia Makkah Senior High School

One of the general functions of management is planning. The project to strengthen the profile of Pancasila students requires precise and effective planning, particularly in formulating the implementation of the project's activities. The Pancasila student profile is an ideal profile that is expected to develop and be realized in students in Indonesia with the support of all parties through six competencies as key dimensions. These six competencies are interrelated and reinforcing, so that in realizing the complete profile of Pancasila students, these six dimensions must develop simultaneously. These six dimensions are faith, devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, critical and creative reasoning.¹⁴

Planning begins with determining the goals to be achieved and determining the steps that must be taken so that the goals can be achieved optimally.¹⁵ Planning is considered the initial step

¹² Burhan Burgin, *Penelitian Kualitatif* (Kencana Prenada Media Group, 2012).

¹³ Matthew B. Miles et al., *Qualitative Data Analysis* (Sage Publications, 2014).

¹⁴ Maryam Mustika et al., *Implementasi Kurikulum Merdeka Belajar Melalui Profil Pelajar Pancasila Dalam Mewujudkan Dimensi Gotong Royong*, 2023, no. 15 (2023): 443–51.

¹⁵ Nizamuddin Silmi, *PERENCANAAN DALAM ILMU PENGANTAR MANAJEMEN*, 2, no. 1 (2024): 106–20.

before implementing any activity and serves as a reference or guideline before beginning any activity. Similarly, at Sekolah Indonesia Makkah High School, based on research conducted by researchers, SMA Sekolah Indonesia Makkah is preparing a project to strengthen the Pancasila student profile, which is currently in accordance with the guidelines and regulations of the Ministry of Education and Culture.

Research findings indicate that the independent learning curriculum management planning phase, designed to strengthen the profile of Pancasila students, also includes planning and preparation processes prior to the implementation of the independent learning curriculum, such as training provided by the Ministry of Primary and Secondary Education. Following the training, the curriculum division prepared the existing curriculum in schools for dissemination to educators. While implementation faced various challenges, the curriculum division continued to improve, improving its effectiveness to date.

Planning is the primary function of management and serves as the foundation for the implementation of all educational programs. In the context of implementing the Independent Curriculum, planning plays a strategic role because it determines the direction, objectives, and steps schools will take to realize student-centered learning while strengthening the Pancasila Student Profile. Good planning will result in program implementation that is focused, effective, and aligned with national education goals.

Based on interviews, observations, and documentation conducted at Sekolah Indonesia Makkah Senior High School, findings indicate that the Independent Curriculum Management planning process has been implemented systematically and adheres to the policies of the Ministry of Primary and Secondary Education. The initial planning phase began with capacity building for educators through training, technical guidance, and outreach on the implementation of the Independent Curriculum. The training aimed to provide educators with an understanding of the new learning paradigm, differentiated learning, assessment, and the implementation of the Pancasila Student Profile Strengthening Project (P5).

After attending the training, the vice principal for curriculum, along with the curriculum development team, conducted an analysis of the school's conditions, student characteristics, human resource availability, and facilities and infrastructure. The results of this analysis served as the basis for developing operational curriculum documents, including the curriculum structure, academic calendar, learning objectives, teaching modules, assessment tools, and activity planning for the Pancasila Student Profile Strengthening Project.

During the program development process, the school also coordinated and held discussions with all educators through curriculum meetings. This activity aimed to establish a common understanding regarding the direction of the Independent Curriculum implementation, the division

of educator tasks, the determination of the Pancasila Student Profile Strengthening Project theme, and the learning strategies to be implemented. Observations showed that each educator was given the opportunity to provide input based on their teaching experience and the characteristics of their respective subjects, resulting in a participatory planning process.

Research findings indicate that one form of planning undertaken by SMA Sekolah Indonesia Makkah is the development of a Pancasila Student Profile Strengthening Project integrated with the school's environmental conditions and student characteristics. The project theme is determined based on government-established guidelines and then adapted to the needs of the students and the school's conditions. The planning also includes determining learning objectives, success indicators, implementation schedules, teacher task allocation, infrastructure needs, and activity evaluation mechanisms.

In addition to developing learning materials, the school also plans mentoring activities for educators during the implementation of the Independent Curriculum. The vice principal for curriculum regularly provides guidance, monitors, and facilitates discussions if challenges arise in developing learning materials or implementing differentiated learning. This step demonstrates that planning goes beyond document development and encompasses strategies to ensure the ongoing success of the curriculum's implementation.

Based on interviews with the vice principal for curriculum, it was discovered that several obstacles remained during the initial implementation of the Independent Curriculum, such as differences in educators' understanding of the concept of differentiated learning, the development of teaching modules, and the implementation of the Pancasila Student Profile Strengthening Project. However, these obstacles were overcome through continued training, regular discussions, and mentoring, resulting in improved planning quality over time.

The results of this study indicate that the Independent Curriculum Management planning at Sekolah Indonesia Makkah Senior High School has met the principles of educational management, namely goal-oriented, systematic, participatory, flexible, and sustainable. The planning focused not only on curriculum administration but also on preparing human resources, learning strategies, and a mentoring system to support successful curriculum implementation.

Planning is the process of determining organizational goals and determining the steps needed to achieve those goals effectively and efficiently.¹⁶ In the context of education, planning serves as a guideline for all school members in implementing educational programs so that they run in a focused manner.

¹⁶ Muhamad Subhan Silmi, Nizamuddin, and Bambang Kurniawan, "Perencanaan Dalam Ilmu Pengantar Manajemen," *Journal of Student Research* 2, no. 1 (2024): 106–20.

Implementation of the Independent Curriculum requires careful planning through the preparation of operational curricula for educational units, improving educator competencies, and providing learning tools that are appropriate to student characteristics.¹⁷ In addition, the Pancasila Student Profile Strengthening project is highly determined by the quality of planning, especially in determining the theme, time allocation, learning strategies, and collaboration between teachers.¹⁸

Based on the discussion above, it is clear that the successful implementation of the Independent Curriculum at Sekolah Indonesia Makkah Senior High School began with a comprehensive planning process. This planning involved building educator capacity, developing curriculum documents, coordinating with teachers, developing the Pancasila Student Profile Strengthening Project, and providing ongoing support from the curriculum department. This systematic planning serves as the primary foundation for realizing student-centered learning while strengthening the six dimensions of the Pancasila Student Profile, in line with the objectives of the Independent Curriculum.

Implementation of the Independent Learning Curriculum Management to Strengthen the Pancasila Student Profile at the Indonesian School of Makkah Senior High School

The success of the project activities can be achieved if the project is carried out well. In the implementation of the project to strengthen the profile of Pancasila students, educators play a very important role because the position of educators in this project to strengthen the profile of Pancasila students is as a facilitator, namely to accompany students in the field. The implementation of the project to strengthen the profile of Pancasila students at SMA Sekolah Indonesia Makkah carried out a film-making project. In the implementation of making the film there are elements of mutual cooperation, teamwork, independence, and also creativity. In the film-making project there are values of the project to strengthen the profile of Pancasila students such as cooperation, time management, creativity, and independence.

Implementation is a crucial stage in the management function after the planning process has been completed. Effective implementation demonstrates the extent to which planned programs can be realized in real-life school activities. In the context of the Independent Curriculum, implementation focuses not only on achieving student academic competencies but also on strengthening character through the Pancasila Student Profile Strengthening Project (P5).

¹⁷ Betty Mauli Rosa Bustam Ledia, and Shinta Ledia, "Implementasi Kurikulum Merdeka Dalam Meningkatkan Mutu Pendidikan," *Reslaj: Religion Education Social Laa Roiba Journal* 6, no. 1 (2024): 790–816.

¹⁸ Galih Wikan Ratih Mulyaningsih Ridwanulloh, M. Ubaidillah, and Sylla Indah Ning Rahayu, "Implementasi Kurikulum Merdeka Berbasis P5: Strategi Manajemen Kurikulum Dalam Meningkatkan Kompetensi Dan Karakter Profil Pelajar Pancasila Di SMA Negeri 1 Kandat," *Re-JIEM (Research Journal of Islamic Education Management)* 8, no. 1 (2025): 75–92.

Therefore, successful implementation is highly influenced by educator readiness, school management support, and active student involvement.

Based on interviews, observations, and documentation, the implementation of the Independent Learning Curriculum Management at Sekolah Indonesia Makkah Senior High School has been carried out in accordance with the policy direction of the Ministry of Education. The curriculum is implemented through differentiated intracurricular learning and the Pancasila Student Profile Strengthening Project (P5). All educators act as facilitators, guiding students to learn actively, independently, and collaboratively, in accordance with the characteristics of the Independent Curriculum.

One of the implementations of P5 at Sekolah Indonesia Makkah High School is through a filmmaking project. This project was chosen as a learning medium that provides students with the opportunity to develop critical thinking, creativity, communication, collaboration, and problem-solving skills. During the project, students were divided into several groups, each responsible for developing story ideas, scriptwriting, role assignments, filming, video editing, and presentation of their work.

During project implementation, educators are no longer the primary source of information, but rather act as facilitators, providing direction, guidance, and feedback at each stage of the activity. Students are given the freedom to determine the theme, strategy for completing the assignment, and the form of the resulting product. This learning pattern reflects the principles of the Independent Curriculum, which provides students with the space to optimally develop their potential, interests, and talents.

Observations show that the implementation of the filmmaking project was able to integrate the six dimensions of the Pancasila Student Profile. The dimensions of faith, devotion to God Almighty, and noble character are reflected through the development of themes containing moral values, responsibility, and ethics in working together. The dimension of global diversity is seen in the ability of students to appreciate differences in cultural backgrounds, opinions, and characters among group members. The dimension of mutual cooperation is realized through a clear division of tasks and cooperation between students during the film production process.

Furthermore, the independent dimension develops when students are able to manage their time, complete their individual assignments, and take responsibility for their work. The critical reasoning dimension is evident in students' ability to analyze problems, develop storylines, evaluate filming results, and find solutions to various obstacles that arise during the production process. Meanwhile, the creative dimension develops through students' ability to generate innovative ideas, develop storylines, filming techniques, and create engaging video editing processes.

The successful implementation of the Independent Curriculum at Sekolah Indonesia Makkah Senior High School is inseparable from the role of the principal and vice principal for curriculum. The principal provides support through school policies that encourage learning innovation, while the vice principal for curriculum coordinates, monitors, and provides support to educators during project-based learning. Furthermore, the school utilizes various facilities such as classrooms, a library, laboratories, information technology devices, and digital media to support learning activities.

Research findings indicate that the implementation of the Independent Curriculum at Sekolah Indonesia Makkah High School has shifted the learning paradigm from teacher-centered to student-centered learning. Students become more active in seeking information, discussing, collaborating, and producing real-world work as a means of achieving competency. These changes align with the objectives of the Independent Curriculum, which emphasizes meaningful, contextual learning and character development.

The implementation of the Independent Curriculum provides educational units with the flexibility to develop learning according to student characteristics through project-based learning.¹⁹ The Pancasila Student Profile Strengthening Project is a means of developing 21st-century character and competencies through contextual learning experiences.²⁰ The successful implementation of the Independent Curriculum is greatly influenced by the readiness of educators to manage differentiated learning and provide space for students to learn independently.²¹

Thus, the implementation of the Independent Learning Curriculum Management at Sekolah Indonesia Makkah High School has been successful. This is evident in the implementation of student-centered learning, the optimization of the Pancasila Student Profile Strengthening Project through filmmaking, and the internalization of the six dimensions of the Pancasila Student Profile in the learning process. Although several challenges remain, the implementation of the Independent Curriculum has had a positive impact on improving academic competence, 21st-century skills, and character development of students in accordance with national education goals.

¹⁹ Diah Puji Lestari Anwar, Muhammad Syaiful, and Dwi Ratnasari, "Kurikulum Merdeka Sebagai Upaya Peningkatan Kualitas Pendidikan Pada Abad 21 Di Pendidikan Dasar: Kurikulum Merdeka Sebagai Upaya Peningkatan Kualitas Pendidikan Pada Abad 21 Di Pendidikan Dasar," *Jurnal PGSD: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar* 18, no. 1 (2025): 13–20.

²⁰ Erna Zumratun Fernando and Andrew, "Evaluasi Pelaksanaan Proyek Penguatan Profil Pelajar Pancasila Di Sekolah Dasar: Evaluation of the Implementation of the Project on Strengthening the Profile of Pancasila Students in Elementary Schools," *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 8, no. 1 (2025): 137–50.

²¹ Hattarina, "Implementasi Kurikulum Merdeka Belajar Di Lembaga Pendidikan."

Supporting and Inhibiting Factors in the Management of the Independent Learning Curriculum to Strengthen the Pancasila Student Profile at the Indonesian School of Makkah High School

The main supporting factors in implementing the independent learning curriculum to strengthen the Pancasila student profile at SMA Sekolah Indonesia Makkah are the competence and commitment of educators who have an understanding of the Independent Curriculum, differentiated learning, and authentic assessment. Educators are able to facilitate project activities to strengthen the Pancasila student profile, encouraging students to collaborate, think critically, and creatively. The principal and vice principal in charge of curriculum provide clear direction, supervision, and policy support. This helps educators implement project-based learning innovations and character building. The school provides collaboration spaces, laboratories, a library, and ICT facilities. This supports the active learning process and the implementation of projects to strengthen the Pancasila student profile. The school environment encourages the values of Pancasila, creativity, mutual cooperation, and literacy. Students are accustomed to working together in teams and respecting differences. Meanwhile, inhibiting factors in implementing the independent learning curriculum to strengthen the Pancasila student profile at SMA Sekolah Indonesia Makkah include some schools still having difficulty implementing active learning, differentiation, and project management. Educators must create various new documents, such as teaching modules, activity logs, and student reflections, which can reduce focus on the learning process. Not all educators and students are accustomed to project-based and active learning. Some students lack motivation and tend to be passive.

CONCLUSION

This study demonstrates that the management of the Independent Curriculum at Sekolah Indonesia Makkah Senior High School is implemented through a systematic, participatory, flexible, and sustainable planning process directed toward strengthening the Pancasila Student Profile. Curriculum management begins with teacher capacity building, school-condition analysis, preparation of operational curriculum documents, coordination among educators, and the formulation of Pancasila Student Profile Strengthening Project activities. These processes indicate that curriculum planning is not limited to administrative preparation but also encompasses human resource readiness, instructional strategies, project design, and continuous teacher support.

The implementation stage reflects a shift from teacher-centered toward student-centered learning through differentiated instruction and project-based activities. Educators function primarily as facilitators who provide direction, guidance, and feedback while allowing students greater autonomy in determining learning strategies and producing authentic work. This

arrangement corresponds with the orientation of the Independent Curriculum toward meaningful learning experiences that accommodate students' characteristics, interests, talents, and learning needs.

The filmmaking project represents the principal form of P5 implementation identified in the study. Through collaborative activities involving idea development, scriptwriting, role distribution, filming, editing, and presentation, students are provided with opportunities to develop the six dimensions of the Pancasila Student Profile. Faith and noble character are reflected through moral responsibility and ethical collaboration; global diversity through appreciation of differences; mutual cooperation through teamwork; independence through task and time management; critical reasoning through problem analysis and decision-making; and creativity through storytelling and audiovisual production.

The effectiveness of curriculum management is supported by teacher competence and commitment, leadership support from the principal and vice principal for curriculum, the availability of learning facilities and information technology, and a school culture that encourages cooperation and creativity. Nevertheless, several challenges remain, including differences in teachers' understanding of differentiated learning, difficulties in project management, increasing administrative documentation, and uneven student readiness and motivation. These findings indicate that curriculum implementation requires continuous professional development and institutional assistance rather than relying solely on initial policy dissemination or curriculum documentation.

Overall, the management of the Independent Curriculum at Sekolah Indonesia Makkah Senior High School provides a contextual model for integrating curriculum management, student-centered learning, and character development through P5. Its implementation demonstrates how project-based learning can translate the dimensions of the Pancasila Student Profile into concrete educational experiences within an Indonesian school located abroad. However, the qualitative single-site design limits broader generalization. Future research should examine similar Indonesian schools in different international contexts and employ comparative, longitudinal, or mixed-method approaches to assess more systematically the development of students' character, twenty-first-century competencies, and learning outcomes.

Research Novelty

The novelty of this study lies in examining Independent Curriculum management and the strengthening of the Pancasila Student Profile within the distinctive context of an Indonesian school located in Makkah, Saudi Arabia. Most discussions of Independent Curriculum implementation are situated within domestic Indonesian educational settings, whereas this study illustrates how a

national curriculum and its character-development agenda are operationalized within an overseas educational environment. This context provides a distinctive perspective on how national educational values can be maintained while curriculum implementation remains responsive to the characteristics and conditions of an Indonesian school operating beyond the country's territorial boundaries.

A further contribution lies in identifying filmmaking as a contextual P5 strategy capable of integrating all six dimensions of the Pancasila Student Profile within a single collaborative learning experience. Rather than treating the six dimensions as separate character indicators, the project demonstrates their simultaneous operationalization through creative production, teamwork, independent responsibility, problem solving, moral decision-making, and appreciation of differences. This provides a concrete illustration of how project-based learning can transform abstract character dimensions into observable learning activities.

The study also highlights curriculum management as an integrated process linking teacher capacity development, participatory planning, differentiated instruction, project implementation, leadership support, infrastructure, and continuous mentoring. This perspective moves beyond viewing the Independent Curriculum primarily as a change in curriculum documents or classroom methodology. Instead, successful implementation is shown to depend on an institutional ecosystem that connects management processes with pedagogical innovation and character formation.

Research Implications

Theoretically, the findings imply that Independent Curriculum management should be understood as an interaction between curriculum policy, organizational management, pedagogical practices, and character development. Strengthening the Pancasila Student Profile cannot depend solely on project implementation but requires coherent planning, educator readiness, school leadership, learning facilities, and continuous professional support. This perspective contributes to curriculum-management discourse by positioning P5 as an institutional process rather than merely an additional learning activity.

Pedagogically, the findings suggest that project-based activities should be designed to provide authentic opportunities for students to demonstrate several dimensions of the Pancasila Student Profile simultaneously. The filmmaking project illustrates how creativity, critical reasoning, independence, collaboration, ethical responsibility, and appreciation of diversity can emerge through one integrated learning experience. Teachers should therefore function as facilitators who provide structure and feedback while allowing students sufficient autonomy to explore ideas, divide responsibilities, solve problems, and reflect on their learning experiences.

Institutionally, Sekolah Indonesia Makkah and similar educational institutions should strengthen continuous teacher development in differentiated learning, teaching-module preparation, project management, and authentic assessment. Administrative requirements also need to be managed proportionally so that documentation does not reduce teachers' attention to meaningful learning processes. Sustained leadership support, adequate digital infrastructure, collaborative curriculum forums, and systematic mentoring can strengthen implementation consistency. For Indonesian schools abroad, these mechanisms are particularly important for maintaining national educational identity while adapting learning practices to distinctive social and institutional environments.

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