

## The Relevance of Indonesian Language Subject Objectives to Pancasila Student Profile Dimensions

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ARTICLE INFO	ABSTRACT
<p><b>Keywords:</b> Pancasila student profile dimensions, Indonesian language subject</p>	<p>The Indonesian language is a compulsory subject in the <i>Kurikulum Merdeka</i> starting from phases A to F. Indonesian language subjects plays an important role to shape student character. The character of students that become the goals in the <i>Kurikulum Merdeka</i> is contained in the dimensions of the Pancasila student profile, namely 1) faith, fear of God Almighty, and noble character, 2) independent, 3) working together, 4) global diversity, 5) critical thinking, and 6) creative. It is hoped that Indonesian Language subjects can facilitate the development of Indonesian language skills and can form students with Pancasila characters. This study aims to describe the relevance of the objectives of the Indonesian language subject with the dimensions of the Pancasila student profile. This research is qualitative research, with the type of literature review research. Literature review is used to review the literature related to the topic and synthesized the relevance of the objectives of the Indonesian language subject with the dimensions of the Pancasila profile. The results of the study show that there is a relevance to the objectives of the Indonesian language subject with the dimensions of the Pancasila profile. This relevance can be used as a preliminary study for teachers to map and develop the students profile of Pancasila in learning Indonesian language.</p>
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## INTRODUCTION

One of the reasons for the launch of the Kurikulum Merdeka was that the results of the Program for International Student Assessment (PISA) obtained by Indonesia were always in a low position. Quoted from the Ministry of Education and Culture's website, PISA results show that around 70% of 15-year-old students show a low level of competency in simple reading comprehension or the application of basic mathematical concepts. The PISA scores did not show a significant increase in the last ten to fifteen years. This situation has been exacerbated by the impact of the COVID-19 pandemic which has hit the world, including Indonesia.

After facing the Covid-19 pandemic, the world is again faced with challenges that are just as big. The Covid-19 pandemic has led to many changes in the order of life which are slowly starting to become new habits of life. One of these changes is also felt in the world of education, from preschool to tertiary level. Learning can no longer be controlled directly but is carried out online from their respective homes.

After the pandemic, the world seemed to be preparing to open a new page, but of course with different challenges compared to the situation before the pandemic. The world of education is inseparable from these new challenges. Restarting learning at school after several years of implementing online learning is certainly not an easy thing. There are many things that must be re-prepared both from policy makers and implementers, namely educators.

One of the changes in the education sector after the pandemic was the birth of the Kurikulum Merdeka. Kurikulum Merdeka is here to overcome the different learning lags in the achievement of the competencies of each student. Kurikulum Merdeka has the concept of independence and independence for education in Indonesia to determine for themselves the best method or method that can be used during the teaching and learning process.<sup>1</sup> In the Kurikulum Merdeka, teachers have the flexibility to develop learning according to the needs and interests of their students. Schools are given the authority and responsibility to develop curriculum according to the needs of each school. So then came the term "Free to Learn, Free to Teach."

If in the previous curriculum the value of character education was often echoed, in the Kurikulum Merdeka the term project to strengthen the profile of Pancasila students emerged. The project to strengthen the Pancasila student profile is a learning approach through a

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<sup>1</sup> Ifa Afida, Eka Diana, dan Devin Agus M. Q. Puspita, "Merdeka Belajar dan Pendidikan Kritis Paulo Friere dalam Pembelajaran Pendidikan Agama Islam," *Filasifa: Jurnal Studi Keislaman* 12, no. 2 (2021): 48.

project with the main goal of achieving the dimensions of the Pancasila student profile. In practice, students are trained and directed to explore real issues in the surrounding environment and collaborate to solve these issues or problems. Projects to strengthen Pancasila student profiles are learning activities that can take the form of studies, research, discussions, social services, physical and mental strengthening methods or project-based learning to internalize the character of Pancasila student profiles.<sup>2</sup>

The project to strengthen the Pancasila student profile has the goal of forming students who have the dimensions of the Pancasila student profile. The dimensions of the Pancasila student profile consist of six, namely 1) faith, fear of God Almighty, and noble character, 2) independent, 3) working together, 4) global diversity, 5) critical thinking, and 6) creative. Each dimension has elements and is further derived in various sub-elements. Each sub-element has different achievement indicators in each phase.

This project to strengthen the profile of Pancasila students is carried out separately from the subjects but takes part of the total class time at school. Even though it is carried out separately, each subject, program and activity in schools is required to support and lead to the achievement of a Pancasila student profile. The Pancasila student profile is a description of the character goals and abilities of Indonesian students to achieve.

All subjects are expected to support the achievement of the Pancasila student profile, including the Indonesian Language Subject. Learning Indonesian in the Kurikulum Merdeka is explicitly referred to as learning literacy for various purposes of communicating in the Indonesian socio-cultural context.<sup>3</sup> Literacy skills are translated into learning language skills which include listening, reading and viewing, writing, speaking. Literacy ability can be a provision for students to face all challenges in all fields of study, areas of life, and social goals that require the use of language for work and lifelong learning.

Language has various roles, including as a tool for spreading and absorbing knowledge, a tool for self-development in general, a tool for reasoning, a tool for communication and socio-cultural development, and an educational tool.<sup>4</sup> In particular, the Indonesian Language Subject has seven objectives, namely (1) noble character by using Indonesian politely; (2) the attitude of prioritizing and respecting the Indonesian language as the official language of the

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<sup>2</sup> Kemdikbud, *Buku Saku Kurikulum Merdeka; Tanya Jawab* (Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022).

<sup>3</sup> Badan Standar Kurikulum dan Asesmen Pendidikan, *Capaian Pembelajaran Mata Pelajaran Bahasa Indonesia Fase A - Fase F* (Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022).

<sup>4</sup> Beniati Lestiyarini, "Penumbuhan Semangat Kebangsaan untuk Memperkuat Karakter Indonesia Melalui Pembelajaran Bahasa," *Jurnal Pendidikan Karakter* 2, no. 3 (2012): 340–54.

Republic of Indonesia; (3) language skills with various multimodal texts (oral, written, visual, audio, audiovisual) for various purposes (genres) and contexts; (4) literacy skills (language, literature, and critical-creative reasoning) in study and work; (5) confidence to express oneself as a capable, independent, cooperative and responsible individual; (6) concern for local culture and the surrounding environment; and (7) concern to contribute as citizens of Indonesia and a democratic and just world. Proper guidance and development of Indonesian language skills will be able to form a Pancasila personality that is in accordance with the five dimensions of the Pancasila student profile.<sup>5</sup>

Based on this explanation, this study aims to describe the relevance of the objectives Indonesian language subjects in the Kurikulum Merdeka and dimensions of Pancasila student profiles compiled by the Ministry of Education, Culture, Research and Technology. Relevance is based on the elements and sub-elements that accompany the dimensions of the Pancasila student profile.

## RESEARCH METHOD

This study uses a qualitative approach to the type of library research. Research with a qualitative approach is research that describes research results in a narrative manner.<sup>6</sup> Types of library research is a series of process activities related to collecting library data, reviewing contents, recording, and processing research data. Data can be in the form of images, numbers, letters, sounds, or other symbols that can be used to see objects, events, or a concept.<sup>7</sup> The research data was obtained from references related to the objectives of the Indonesian Language subject in the Kurikulum Merdeka and the dimensions of the Pancasila student profile compiled by the Ministry of Education, Culture, research and technology.

Data collection techniques in this study using documentation techniques. Documentation is done by recording the objectives of the Indonesian Language subject in the Kurikulum Merdeka and the dimensions of the Pancasila student profile compiled by the Ministry of Education, Culture, Research and Technology in tabular form. Furthermore, the data that has been collected and written in the table is drawn to determine its relevance. The data that has been shown to be related to each other is then described based on the linkages of the objectives of the Indonesian Language subject in the Kurikulum Merdeka and the

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<sup>5</sup> Badan Standar Kurikulum dan Asesmen Pendidikan, *Capaian Pembelajaran Mata Pelajaran Bahasa Indonesia Fase A - Fase F*.

<sup>6</sup> Albi Anggito dan Johan Setiawan, *Metodologi Penelitian Kualitatif* (Sukabumi: Jejak, 2018), 7.

<sup>7</sup> Sandu Siyoto dan Ali Sodik, *Dasar Metodologi Penelitian* (Yogyakarta: Literasi Media Publishing, 2015), 67.

dimensions of the Pancasila student profile compiled by the Ministry of Education, Culture, Research and Technology and then describes how the linkages form and is also relevant to the elements and sub-elements in the dimensions of the Pancasila student profile.

## RESULT AND DISCUSSION

Kurikulum Merdeka is present as a solution to problems during the Covid-19 pandemic. Kurikulum Merdeka, puts forward the concept of "Free to Learn" for students which is designed to assist the recovery of the learning crisis that occurred as a result of the COVID-19 pandemic.<sup>8</sup> The use of technology and the need for competency in the current era has become one of the bases for developing the Kurikulum Merdeka.<sup>9</sup> Kurikulum Merdeka is a learning curriculum that refers to the talent and interest approach.<sup>10</sup> One of the subjects that is also a concern in the Kurikulum Merdeka is Indonesian. As stated by the Language Development and Development Agency that as the language of instruction for education, Indonesian is capable of being a source of knowledge and as a means of forming personality and developing spiritual, emotional and intellectual intelligence for the nation's children so that the Indonesian nation becomes more advanced as it is today.

Quoted from the Curriculum Standards and Assessment Agency of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia that the Indonesian subject has seven objectives. This objectives are to help students develop: (1) noble character by using Indonesian politely; (2) the attitude of prioritizing and respecting the Indonesian language as the official language of the Republic of Indonesia; (3) language skills with various multimodal texts (oral, written, visual, audio, audiovisual) for various purposes (genres) and contexts; (4) literacy skills (language, literature, and critical-creative reasoning) in study and work; (5) confidence to express oneself as a capable, independent, cooperative and responsible individual; (6) concern for local culture and the surrounding environment; and (7) concern to contribute as citizens of Indonesia and a democratic and just world.<sup>11</sup>

The dimensions of the Pancasila student profile include 1) faith, fear God Almighty, and

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<sup>8</sup> Tono Supriatna Nugraha, "Inovasi Kurikulum," *Inovasi Kurikulum* 19, no. 2 (2022): 254.

<sup>9</sup> Mira Marisa, "Inovasi Kurikulum 'Merdeka Belajar' di Era Society 5.0," *Santhet: (Jurnal sejarah, Pendidikan dan Humaniora)* 5, no. 1 (2021): 68–78, <https://doi.org/10.36526/js.v3i2.e-ISSN>.

<sup>10</sup> Madhakomala et al., "Kurikulum Merdeka dalam Perspektif Pemikiran Pendidikan Paulo Freire," *At-Ta'lim: Jurnal Pendidikan* 8, no. 2 (2022): 165, <https://doi.org/10.55210/attalim.v8i2.819>.

<sup>11</sup> Badan Standar, Kurikulum, dan Asesmen Pendidikan, *Capaian Pembelajaran Mata Pelajaran Bahasa Indonesia Fase A - Fase F* (Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022), 5.

have noble character, 2) independent, 3) cooperative, 4) global diversity, 5) critical thinking, and 6) creative. Each dimension has elements and sub-elements that can be developed into projects to strengthen the profile of Pancasila students in each phase.

Faith, fear of God Almighty, and noble character dimension has elements (a) religious morals; (b) personal morals; (c) morality to humans; (d) morality to nature; and (e) national morals. Elements religious morals has sub-elements (i) knowing and loving God Almighty, (ii) understanding religion/belief, and (iii) performing worship rituals. Element personal morals having sub-elements (i) integrity and (ii) taking care of oneself physically, mentally and spiritually. Element morality to humans having sub-elements (i) prioritizing similarities with others and respecting differences and (ii) empathy for others. Element morality to nature has sub-elements (i) understanding the connectedness of the earth's ecosystem and (ii) protecting the surrounding natural environment. Elements of state morality have a sub-element of exercising rights and obligations as Indonesian citizens.<sup>12</sup>

Independent dimension has elements (a) self-understanding and the situation encountered and (b) self-regulation. Element self-understanding and the situation at hand has sub-elements (i) recognizes one's qualities and interests as well as the challenges faced and (ii) develops self-reflection. Element self regulation has sub-elements (i) emotion regulation; (ii) setting learning goals, achievements, and self-development as well as strategic plans to achieve them; (iii) show initiative and work independently, (iv) develop control and self-discipline; (v) confident, resilient, and adaptive.<sup>13</sup>

Worked together dimension has elements (a) collaboration; (b) concern; and (c) sharing. Element collaboration has sub-elements (i) cooperation; (ii) communication for common goals, (iii) positive interdependence; and (iv) social coordination. Element concern has sub-elements (i) responsiveness to the social environment and (ii) social perception. Element share has it's own share subelement.<sup>14</sup>

Global diversity dimension has elements (a) knowing and appreciating culture; (b) intercultural communication and interaction; (c) reflection on and responsibility for the

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<sup>12</sup> Badan Standar, Kurikulum, dan Asesmen Pendidikan, Dimensi, Elemen, dan Subelemen Profil Pelajar Pancasila pada Kurikulum Merdeka (Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022).

<sup>13</sup> Badan Standar, Kurikulum, dan Asesmen Pendidikan, Dimensi, Elemen, dan Subelemen Profil Pelajar Pancasila pada Kurikulum Merdeka (Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022).

<sup>14</sup> Badan Standar, Kurikulum, dan Asesmen Pendidikan, Dimensi, Elemen, dan Subelemen Profil Pelajar Pancasila pada Kurikulum Merdeka (Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022).

diversity experience; and (d) social justice. Element know and appreciate culture has sub-elements (i) deepen culture and cultural identity; (ii) explore and compare cultural knowledge, beliefs, and practices; and (iii) cultivating respect for cultural diversity. Element intercultural communication and interaction having sub-elements (i) communicating across cultures and (ii) considering and cultivating multiple perspectives. Element reflection on and responsibility for the experience of diversity has sub-elements (i) reflection on the experience of diversity; (ii) eliminating stereotypes and prejudices; and (iii) aligning cultural differences. Element social justice has sub-elements (i) actively building an inclusive, just and sustainable society; (ii) participate in joint decision-making processes; and (iii) understanding the role of the individual in democracy.<sup>15</sup>

Critical thinking dimension has elements (a) obtaining and processing information and ideas; (b) analyzing and evaluating reasoning; and (c) reflecting on thoughts and thinking processes in making decisions. Element acquire and process information and ideas has sub-elements (i) asking questions and (ii) identifying, clarifying, and processing information and ideas. Element analyze and evaluate reasoning has sub-elements analyze and evaluate reasoning and procedures. Elements reflect thoughts and thought processes in making decisions has a sub-element reflecting and evaluating his own thinking.<sup>16</sup>

Creative dimension has elements (a) generates original ideas; (b) produces original works and actions; (c) have the flexibility of thinking in finding alternative solutions to problems. Element generating original ideas has the same subelement as the element. Likewise, elements produce original works and actions has sub-elements and have the flexibility of thinking in finding alternative solutions to problems has the same subelement as the element.<sup>17</sup>

**Table 1.** Relevance of Indonesian Language Learning Objectives with Pancasila Student Profile Dimensions

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<sup>15</sup> Badan Standar, Kurikulum, dan Asesmen Pendidikan, Dimensi, Elemen, dan Subelemen Profil Pelajar Pancasila pada Kurikulum Merdeka (Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022).

<sup>16</sup> Badan Standar, Kurikulum, dan Asesmen Pendidikan, Dimensi, Elemen, dan Subelemen Profil Pelajar Pancasila pada Kurikulum Merdeka (Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022).

<sup>17</sup> Badan Standar, Kurikulum, dan Asesmen Pendidikan, Dimensi, Elemen, dan Subelemen Profil Pelajar Pancasila pada Kurikulum Merdeka (Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022).



No.	Indonesian Language Subject Objectives	Dimensions of the Pancasila Student Profile					
		1	2	3	4	5	6
1	Noble morals by using Indonesian politely	√					
2	The attitude of prioritizing and respecting the Indonesian language as the official language of the Republic of Indonesia	√					
3	Language skills with various multimodal texts (oral, written, visual, audio, audiovisual) for various purposes (genres) and contexts		√				
4	Literacy skills (language, literature, and critical-creative reasoning) in learning and work					√	√
5	Confidence to express yourself as a capable, independent, cooperative and responsible individual		√	√			
6	Concern for local culture and the surrounding environment	√				√	
7	Concern to contribute as citizens of Indonesia and the world democratic and fair	√				√	

**Description of the Pancasila Student Profile Dimensions:**

1. believing, fear of Almighty God, and having a noble character,
2. independent,
3. worked together,
4. global diversity,
5. critical reasoning, and
6. creative.

Based on this table, the objectives of the Indonesian language subject help students develop noble character by using Indonesian politely relevant to the dimensions of the Pancasila student profile namely faith, fear of God Almighty, and noble character. The objectives of the Indonesian subject are stated clearly noble character which is realized through the Indonesian language onesie politely. The use of polite Indonesian is an effort to use Indonesian with refined manners, good taste, and full of courtesy, and trying to avoid conflict between the speaker and the interlocutor in the communication process.<sup>18</sup> The relevance is in the elements morality to humans, subelement empathize with others. Basically

<sup>18</sup> Alfiati, "Santun Berbahasa Indonesia," *An-Nuha* 2, no. 1 (2015): 29.



speaking polite Indonesian is to maintain relations with humans. People who speaking use word choices, polite expressions, and good sentence structure indicate that the person's personality is good.<sup>19</sup>

Indonesian has a role as the national language and the state language. Thus, apart from being a unifying tool for the nation, Indonesian is also the official language used in official activities, including in the world of education. The role of Indonesian as the official state language is contained in the objective of the second Indonesian language subject, namely help students develop an attitude of prioritization and appreciation towards Indonesian as the official language of the Republic of Indonesia. These goals are relevant to the dimensions of the Pancasila student profile namely faith, fear of God Almighty, and noble character. The relevance is in the elements state morals, subelement exercise their rights and obligations as Indonesian citizens. The community's obligation to use the Indonesian language in government affairs is contained in the UUD 1945 article 36 which reads "The state language is Indonesian". So when students can prioritize and respect Indonesian as the official language of the Republic of Indonesia, it means they have good character in the state.

Elements in learning Indonesian include four skills, namely speaking, listening, writing, and reading/viewing. The four skills that must be implemented in learning Indonesian are the objectives of implementing Indonesian Language Subjects. This objective is stated in the objective of the third Indonesian subject, namely help students develop language skills with various multimodal texts (oral, written, visual, audio, audiovisual) for various purposes (genres) and contexts. The third objective is relevant to the dimensions of the Pancasila student profile namely independent. The relevance is in the elements self-understanding and the situation at hand, subelement identify your qualities and interests as well as the challenges you face and elements self regulation, the subelement shows initiative and works independently. Students who are able to master receptive (listening and reading/viewing) and productive (speaking and writing) language skills mean having independence in recognizing their own qualities and interests as well as the challenges they face and showing initiative to work independently.

Indonesian language subjects are also closely related to literacy. Literacy is a learning process that is carried out comprehensively to identify, understand information,

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<sup>19</sup> A Wahidy, "Cerdas Dan Cermat Berbahasa Cermin Pribadi Bangsa Bermartabat: Perilaku Santun Berbahasa," *Jurnal Dosen Universitas PGRI ...* 17 (2018): 13, <https://jurnal.univpgri-palembang.ac.id/index.php/prosiding/article/view/1571>.

communicate, and calculate using printed and written materials in various contexts.<sup>20</sup> This is stated in the objective of the fourth Indonesian subject, namely to help students develop literacy skills (language, literature, and critical-creative reasoning) in learning and work. These goals are relevant to the dimensions of the Pancasila student profile critical and creative. The relevance is evident in the objective because it is mentioned explicitly. Literacy based on the context of its use is also interpreted as the integration of writing, reading and critical thinking skills.<sup>21</sup>

Language is a tool for expression in certain situations in various activities. Language as a communication tool is composed of various elements that allow meaning to change if it is expressed differently.<sup>22</sup> This ability in expression is then manifested in the flexibility of communication that pays attention to the accuracy of various linguistic contexts. Learning Indonesian facilitates students to be able to express themselves in various forms of communication, both oral and written. The fifth objective reads help students develop self-confidence to express themselves as capable, independent, cooperative, and responsible individuals relevant in two dimensions. The first dimension, namely independent. In the independent dimension, the fifth objective of the Indonesian Language Subject is relevant to element (1) self-understanding and the situation at hand on sub elements identify your qualities and interests as well as the challenges you face and (2) elements self regulation on subelement emotion regulation. The second dimension, namely mutual cooperation. In the mutual cooperation dimension, the fifth objective of the Indonesian Language Subject is relevant to the elements collaboration on sub elements communication to achieve common goals.

Language is one of the cultural products of a nation and can reflect its culture.<sup>23</sup> Language can also be referred to as a container and reflection of the culture of the community that owns it. Language as a cultural product is manifested in various language activities both in spoken and written forms. The objective of the sixth Indonesian Language Subject reads concern for local culture and the surrounding environment relevant in two dimensions. The first dimension is faith, fear of God Almighty, and noble character. In dimension faith, fear

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<sup>20</sup> Frita Dwi Lestari et al., "Pengaruh Budaya Literasi terhadap Hasil Belajar IPA di Sekolah Dasar," *Jurnal Basicedu* 5, no. 6 (2021): 5098, <https://doi.org/10.31004/basicedu.v5i6.1436>.

<sup>21</sup> Siti Purwati, "Program Literasi Membaca 15 Menit sebelum Pelajaran Dimulai untuk Meningkatkan Hasil Belajar Membaca dan Menghafal Surah Pendek," *Suara Guru: Jurnal Ilmu Pendidikan Sosial, sains, dan Humaniora* 4, no. 2 (2018): 175.

<sup>22</sup> I Dewa P Wijana, *Pengantar Semantik Bahasa Indonesia* (Yogyakarta: Pustaka Pelajar, 2015).

<sup>23</sup> Koentjaraningrat, *Pengantar Antropologi* (Jakarta: Rineka Cipta, 2005).

of God Almighty, and noble character, the sixth objective of the Indonesian Language Subject is relevant to the elements morality to humans on subelements prioritizing similarities with others and respecting differences. The second dimension, that is global diversity. In the global diversity dimension, the sixth objective of the Indonesian Language Subject is relevant to the elements intercultural communication and interaction on sub elements communicate interculturally.

Technological developments and all forms of changing times open the door as wide as possible for everyone to be able to interact with other people from all over the world. Likewise with students who are increasingly free to access information and are also free to appear on the world stage with all the conveniences that are in their hands. Language is a tool for communicating and expressing oneself in various scopes and forms of communication.<sup>24</sup> Learning Indonesian subjects is expected to be able to bridge students to care more and have the courage to express themselves in the form of contributions as citizens of Indonesia and the world. The objective of the seventh Indonesian Language Subject reads help students develop awareness to contribute as citizens of Indonesia and a democratic and just world relevant in two dimensions. The first dimension is faith, fear of God Almighty, and noble character. In dimension faith, fear of God Almighty, and noble character, the seventh objective of the Indonesian Language Subject is relevant to the elements morality to humans on subelements prioritizing similarities with others and respecting differences as well as empathize with others. The second dimension is global diversity. In the global diversity dimension, the sixth objective of the Indonesian Language Subject is relevant to the elements social justice on subelements understand the role of the individual in democracy.

## CONCLUSION

Based on this analysis, it can be concluded that there is relevance of the objectives of the Indonesian subject with the dimensions of the Pancasila student profile. Each objective in the Indonesian language subject has relevance to the dimensions of the Pancasila student profile on certain elements and sub-elements. First, the objectives of Indonesian subjects help students develop noble character by using Indonesian politely relevant to the dimensions of the Pancasila student profile namely faith, fear of God Almighty, and noble character. Second, the objectives of Indonesian subjects help students develop an attitude of prioritization and appreciation towards Indonesian as the official language of the Republic

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<sup>24</sup> K Saddhono, *Pengantar Sociolinguistik: Teori dan Konsep Dasar* (Surakarta: Sebelas Maret University Press, 2014).

of Indonesia relevant to the dimensions of the Pancasila student profile faith, fear of God Almighty, and noble character. Third, the objectives of Indonesian subjects help students develop language skills with various multimodal texts (oral, written, visual, audio, audiovisual) for various purposes (genres) and contexts. relevant to the dimensions of the Pancasila student profile namely independent. Fourth, the objectives of Indonesian subjects help students develop literacy skills (language, literature, and critical-creative reasoning) in learning and work relevant to the dimensions of the Pancasila student profile critical and creative. Fifth, Indonesian language subject help students develop self-confidence to express themselves as capable, independent, cooperative, and responsible individuals relevant to the dimensions of the independent and mutual cooperation Pancasila student profile. Sixth, the purpose of Indonesian Language Subjects Help students develop awareness of local culture and the surrounding environment relevant to the two dimensions, faith, fear of God Almighty, and noble character and global diversity. Seventh, the purpose of Indonesian Language Subjects help students develop awareness to contribute as citizens of Indonesia and a democratic and just world relevant to dimensions faith, fear of God Almighty, and noble character and global diversity. This relevance can be used as a preliminary study for teachers to map and develop strengthening the profile of Pancasila students in learning Indonesian.

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