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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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ANNOTATION

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.*

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.^{3, 4, 5, 6} The internal challenge is the decline in the morale of Indonesian children, especially teenagers, due to technological advances,

¹ Atik Dwi Kurniasih, "Aktualisasi Nilai-Nilai Kepemimpinan Astha Brata Untuk Mewujudkan Profil Pelajar Pancasila Melalui Sekolah Penggerak," *Social, Humanities, and Educational Studies (SHES): Conference Series* 5, no. 1 (2022).

² Vania Sasikiran, "Urgensi Merdeka Belajar Di Era Revolusi Industri 4.0 Dan Tantangan Society 5.0," *E-Tech : Jurnal Ilmiah Teknologi Pendidikan* 8, no. 2 (2020).

³ Ibid.

⁴ Oslen Parulian Sijabat et al., "Mengatur Kualitas Guru Melalui Program Guru Penggerak," *Journal of Educational Learning and Innovation (ELIA)* 2, no. 1 (2022).

⁵ Adun Priyanto, "Pendidikan Islam Dalam Era Revolusi Industri 4.0," *J-PAI : Jurnal Pendidikan Agama Islam* 6, no. 2 (2020).

⁶ Dini Irawati et al., "Profil Pelajar Pancasila Sebagai Upaya Mewujudkan Karakter Bangsa," *Edumaspul: Jurnal Pendidikan* 6, no. 1 (2022): 1224-1238.

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which are reflected in lifestyle changes and the misuse of technology on social media.^{7,8,9} Online prostitution, bullying, narcotics, and student brawls committed by students are still a problem in the world of education.^{10,11,12,13,14} Tackling these challenges needs improvement in the education world to create a resilient generation that can neutralize the negative impacts of technological progress.¹⁵ Quality education is obtained from a balanced learning process between cognitive, psychomotor, and affective to produce spiritually and emotionally intelligent graduates.^{16,17,18} 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.¹⁹ 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.^{20,21,22} 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.²³ 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

⁷ Kurniasih, "Aktualisasi Nilai-Nilai Kepemimpinan Astha Brata Untuk Mewujudkan Profil Pelajar Pancasila Melalui Sekolah Penggerak."

⁸ Priyanto, "Pendidikan Islam Dalam Era Revolusi Industri 4.0."

⁹ Rusnaini Rusnaini et al., "Intensifikasi Profil Pelajar Pancasila Dan Implikasinya Terhadap Ketahanan Pribadi Siswa," *Jurnal Ketahanan Nasional* 27, no. 2 (2021).

¹⁰ Sasikirana, "Urgensi Merdeka Belajar Di Era Revolusi Industri 4.0 Dan Tantangan Society 5.0."

¹¹ Eni Susilawati, Saleh Sarifudin, and Suyitno Muslim, "Internalisasi Nilai Pancasila Dalam Pembelajaran Melalui Penerapan Profil Pelajar Pancasila Berbantuan Platform Merdeka Mengajar," *Jurnal Teknodik* 25, no. 2 (2021).

¹² Hisam Ahyani, Dian Permana, and Agus Yosep Abduloh, "Pendidikan Islam Dalam Lingkup Dimensi Sosio Kultural Di Era Revolusi Industri 4.0," *Fitrah: Journal of Islamic Education* 1, no. 2 (2020).

¹³ Fajar Rahayuningsih, "Internalisasi Filosofi Pendidikan Ki Hajar Dewantara Dalam Mewujudkan Profil Pelajar Pancasila," *SOCIAL: Jurnal Inovasi Pendidikan IPS* 1, no. 3 (2021).

¹⁴ Artha Mahindra Diputera, Suri Handayani Damanik, and Vera Wahyuni, "Evaluasi Kebijakan Pendidikan Karakter Profil Pelajar Pancasila Dalam Kurikulum Prototipe Untuk Pendidikan Anak Usia Dini," *Jurnal Bunga Rampai Usia Emas* 8, no. 1 (2022).

¹⁵ Kurniasih, "Aktualisasi Nilai-Nilai Kepemimpinan Astha Brata Untuk Mewujudkan Profil Pelajar Pancasila Melalui Sekolah Penggerak."

¹⁶ Firda Rizka Rachma Wahdani and Hamam Burhanuddin, "Pendidikan Keluarga Di Era Merdeka Belajar," *Al-Aufa: Jurnal Pendidikan dan Kajian Keislaman* 2, no. 1 (2020).

¹⁷ Arya Setya Nugroho, Suryanti Suryanti, and Wiryanto Wiryanto, "Peningkatan Kualitas Guru, Sebanding Dengan Peningkatan Pendidikan?," *Jurnal Basicedu* 6, no. 5 (2022).

¹⁸ Dahlia Sibagariang et al., "Peran Guru Penggerak Dalam Pendidikan Merdeka Belajar Di Indonesia," *Dinamika Pendidikan* 14, no. 2 (2021): 88–99.

¹⁹ Ineu Sumarsih et al., "Analisis Implementasi Kurikulum Merdeka Di Sekolah Penggerak Sekolah Dasar," *Jurnal Basicedu* 6, no. 5 (2022).

²⁰ Dewi Rahmadayanti and Agung Hartoyo, "Potret Kurikulum Merdeka, Wujud Merdeka Belajar Di Sekolah Dasar," *Jurnal Basicedu* 6, no. 4 (2022).

²¹ Dicky Artanto, Muqowim, and Rr. Ayu Dewi Widowati, "Strategi Guru Penggerak Dalam Menumbuhkan Karakter Moderat Pada Peserta Didik Melalui Literasi Di Madrasah," *AL-FAHIM: Jurnal Manajemen Pendidikan Islam* 4, no. 1 (2022).

²² Ariyana Ariyana, Intan Sari Ramdhani, and Sumiyani Sumiyani, "Merdeka Belajar Melalui Penggunaan Media Audio Visual Pada Pembelajaran Menulis Teks Deskripsi," *Silampari Bisa: Jurnal Penelitian Pendidikan Bahasa Indonesia, Daerah, dan Asing* 3, no. 2 (2022).

²³ Agustinus Tanggu Daga, "Makna Merdeka Belajar Dan Penguatan Peran Guru Di Sekolah Dasar," *Jurnal Educatio* 7, no. 3 (2021).

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flexible PPDB zoning.^{24, 25, 26, 27, 28, 29, 30} Education policies are constantly changing, so teachers must always be responsive and able to adapt because teachers are role models in educational transformation.^{31, 32, 33} Low teacher competence is still a problem in the world of education.^{34, 35, 36, 37} 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.^{38, 39, 40} 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.^{41, 42, 43, 44, 45, 46, 47}

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

²⁴ Sasikirana, "Urgensi Merdeka Belajar Di Era Revolusi Industri 4.0 Dan Tantangan Society 5.0."

²⁵ Rahmadayanti and Hartoyo, "Potret Kurikulum Merdeka, Wujud Merdeka Belajar Di Sekolah Dasar."

²⁶ Prihatin Restu Rahayu, Rita Rosita, Yuyu Sri Rahayuningsih, Herry Hernawan, "Implementasi Kurikulum Merdeka Belajar Di Sekolah Penggerak," *Jurnal basicedu* 5, no. 4 (2021): 2541–2549.

²⁷ Ariyana, Ramdhani, and Sumiyani, "Merdeka Belajar Melalui Penggunaan Media Audio Visual Pada Pembelajaran Menulis Teks Deskripsi."

²⁸ Sumiana, "Zonasi Dan Merdeka Belajar : Kajian Kritis Dari Prospektif Kebijakan," *Buana Pendidikan: Jurnal Fakultas Keguruan dan Ilmu Pendidikan* 16, no. 30 (2020).

²⁹ Yose Indarta et al., "Relevansi Kurikulum Merdeka Belajar Dengan Model Pembelajaran Abad 21 Dalam Perkembangan Era Society 5.0," *Edukatif: Jurnal Ilmu Pendidikan* 4, no. 2 (2022).

³⁰ Daga, "Makna Merdeka Belajar Dan Penguatan Peran Guru Di Sekolah Dasar."

³¹ Sibagariang et al., "Peran Guru Penggerak Dalam Pendidikan Merdeka Belajar Di Indonesia."

³² Surahman Surahman et al., "Peran Guru Penggerak Dalam Pendidikan Merdeka Belajar Di Kubu Raya," *Jurnal Pendidikan Indonesia (Japendi)* 3, no. 4 (2022).

³³ Sulhan Hamid H Lubis et al., "Peningkatan Sdm Guru Melalui Program Guru Penggerak," *Jurnal Syntax Admiration* 3, no. 6 (2022).

³⁴ Sijabat et al., "Mengatur Kualitas Guru Melalui Program Guru Penggerak."

³⁵ Nugroho, Suryanti, and Wiryanto, "Peningkatan Kualitas Guru, Sebanding Dengan Peningkatan Pendidikan?"

³⁶ Diah Purbo Astuti, "PERAN GURU PENGGERAK PADA MERDEKA BELAJAR UNTUK MEMPERBAIKI MUTU PENDIDIKAN DI INDONESIA," *JOEAI (Journal of Education and Instruction)* 5, no. 8.5.2017 (2022): 2003–2005.

³⁷ Danik Nuryani and Ita Handayani, "Kompetensi Guru Di Era 4.0 Dalam Meningkatkan Mutu Pendidikan," in *Prosiding Seminar Nasional Pendidikan Program Pascasarjana Universitas PGRI Palembang*, 2020.

³⁸ Sibagariang et al., "Peran Guru Penggerak Dalam Pendidikan Merdeka Belajar Di Indonesia."

³⁹ Surahman et al., "Peran Guru Penggerak Dalam Pendidikan Merdeka Belajar Di Kubu Raya."

⁴⁰ Nuryani and Handayani, "Kompetensi Guru Di Era 4.0 Dalam Meningkatkan Mutu Pendidikan."

⁴¹ Kurniasih, "Aktualisasi Nilai-Nilai Kepemimpinan Astha Brata Untuk Mewujudkan Profil Pelajar Pancasila Melalui Sekolah Penggerak."

⁴² Surahman et al., "Peran Guru Penggerak Dalam Pendidikan Merdeka Belajar Di Kubu Raya."

⁴³ Aiman Faiz and Faridah, "Program Guru Penggerak Sebagai Sumber Belajar," *Konstruktivisme : Jurnal Pendidikan dan Pembelajaran* 14, no. 1 (2022).

⁴⁴ Wahyu Satriawan, Iffa Dian Santika, and Amin Naim, "Guru Penggerak Dan Transformasi Sekolah," *Al-Idarah : Jurnal Kependidikan Islam* 11, no. 1 (2021).

⁴⁵ Lisa chandrasari Desianti and Tati Rahayuningsih, "Sekolah Penggerak and Guru Penggerak Evaluation Policy as Pioneers of Changes in The Education System in The New Paradigm Curriculum," *Pedagonal : Jurnal Ilmiah Pendidikan* 6, no. 1 (2022).

⁴⁶ I Nyoman Kiriana, Ni Nyoman Sri Widiasih, and I Gusti Made Widya Sena, "Peran Guru Penggerak Dalam Meningkatkan Kualitas Pembelajaran Pendidikan Agama Hindu," *Jurnal Penjaminan Mutu* 8, no. 1 (2022).

⁴⁷ Nurhayati Nurhayati et al., "Manajemen Pembiayaan Pendidikan Dalam Meningkatkan Mutu Lembaga Pendidikan Islam," *Jurnal Manajemen Pendidikan dan Ilmu Sosial* 3, no. 2 (2022).

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progress.^{48, 49} 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.^{50, 51, 52} 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.^{53, 54, 55, 56, 57, 58, 59, 60} 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.^{61, 62, 63, 64, 65, 66, 67}

METHOD

This study uses a literature review, namely a data search using previous research relevant to the research question with the PRISMA diagram 2020.⁶⁸ 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

⁴⁸ Lubis et al., "Peningkatan Sdm Guru Melalui Program Guru Penggerak."

⁴⁹ Desianti and Rahayuningsih, "Sekolah Penggerak and Guru Penggerak Evaluation Policy as Pioneers of Changes in The Education System in The New Paradigm Curriculum."

⁵⁰ Rahayuningsih, "Internalisasi Filosofi Pendidikan Ki Hajar Dewantara Dalam Mewujudkan Profil Pelajar Pancasila."

⁵¹ Nugraheni Rachmawati et al., "Projek Penguatan Profil Pelajar Pancasila Dalam Impelementasi Kurikulum Prototipe Di Sekolah Penggerak Jenjang Sekolah Dasar," *Jurnal Basicedu* 6, no. 3 (2022).

⁵² Andriani Safitri, Dwi Wulandari, and Yusuf Tri Herlambang, "Proyek Penguatan Profil Pelajar Pancasila: Sebuah Orientasi Baru Pendidikan Dalam Meningkatkan Karakter Siswa Indonesia," *Jurnal Basicedu* 6, no. 4 (2022).

⁵³ Irawati et al., "Profil Pelajar Pancasila Sebagai Upaya Mewujudkan Karakter Bangsa."

⁵⁴ Susilawati, Sarifudin, and Muslim, "Internalisasi Nilai Pancasila Dalam Pembelajaran Melalui Penerapan Profil Pelajar Pancasila Berbantuan Platform Merdeka Mengajar."

⁵⁵ Rahayuningsih, "Internalisasi Filosofi Pendidikan Ki Hajar Dewantara Dalam Mewujudkan Profil Pelajar Pancasila."

⁵⁶ Lubis et al., "Peningkatan Sdm Guru Melalui Program Guru Penggerak."

⁵⁷ Rachmawati et al., "Projek Penguatan Profil Pelajar Pancasila Dalam Impelementasi Kurikulum Prototipe Di Sekolah Penggerak Jenjang Sekolah Dasar."

⁵⁸ Mery Mery et al., "Sinergi Peserta Didik Dalam Proyek Penguatan Profil Pelajar Pancasila," *Jurnal Basicedu* 6, no. 5 (2022).

⁵⁹ Danan Tricahyono, "Upaya Memperkuat Profil Pelajar Pancasila Melalui Desain Pembelajaran Sejarah Berbasis Kebhinekatunggalikaan," *Jurnal Pendidikan Sejarah Indonesia* 5, no. 1 (2022).

⁶⁰ Hozaimi Hozaimi, "Penguatan Karakter (Profil) Pelajar Pancasila Melalui Kegiatan Pesantren Ramadhan (Studi Di Sd Islam Plus Salsabila Al Ikhsan Magelang)," *ABDAU: Jurnal Pendidikan Madrasah Ibtidaiyah* 5, no. 1 (2022).

⁶¹ Kurniasih, "Aktualisasi Nilai-Nilai Kepemimpinan Astha Brata Untuk Mewujudkan Profil Pelajar Pancasila Melalui Sekolah Penggerak."

⁶² Sasikirana, "Urgensi Merdeka Belajar Di Era Revolusi Industri 4.0 Dan Tantangan Society 5.0."

⁶³ Sijabat et al., "Mengatur Kualitas Guru Melalui Program Guru Penggerak."

⁶⁴ Priyanto, "Pendidikan Islam Dalam Era Revolusi Industri 4.0."

⁶⁵ Sibagariang et al., "Peran Guru Penggerak Dalam Pendidikan Merdeka Belajar Di Indonesia."

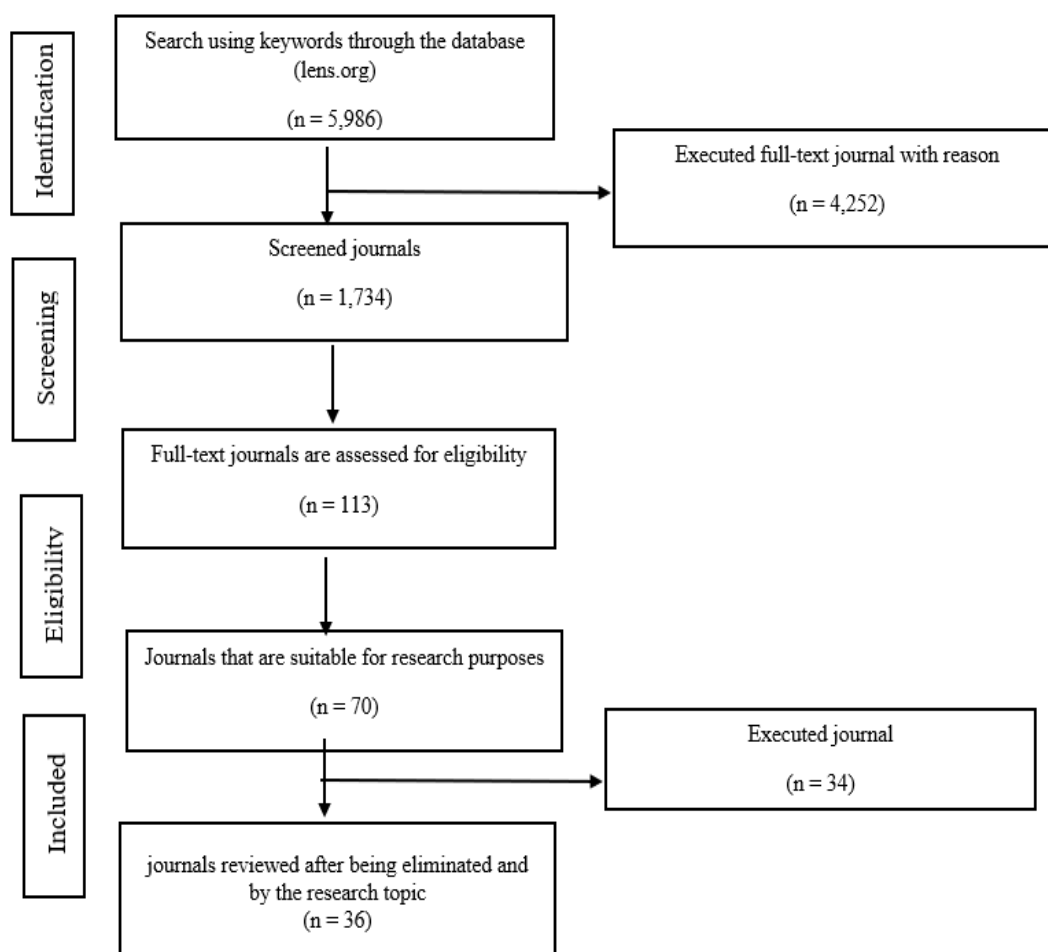
⁶⁶ Astuti, "PERAN GURU PENGGERAK PADA MERDEKA BELAJAR UNTUK MEMPERBAIKI MUTU PENDIDIKAN DI INDONESIA."

⁶⁷ Nurhayati et al., "Manajemen Pembiayaan Pendidikan Dalam Meningkatkan Mutu Lembaga Pendidikan Islam."

⁶⁸ Astuti, "PERAN GURU PENGGERAK PADA MERDEKA BELAJAR UNTUK MEMPERBAIKI MUTU PENDIDIKAN DI INDONESIA."

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the research topic. PRISMA 2020 diagram for the literature review is as follows.



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.^{69, 70, 71, 72, 73, 74} 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.^{75, 76, 77, 78} The ultimate goal of independent learning through the role of driving teacher is to create a generation with character where

⁶⁹ Daga, "Makna Merdeka Belajar Dan Penguatan Peran Guru Di Sekolah Dasar."

⁷⁰ Restu Rahayu et al., "Implementasi Kurikulum Merdeka Belajar Di Sekolah Penggerak," *Jurnal Basicedu* 6, no. 4 (2022).

⁷¹ Indarta et al., "Relevansi Kurikulum Merdeka Belajar Dengan Model Pembelajaran Abad 21 Dalam Perkembangan Era Society 5.0."

⁷² Sumiana, "Zonasi Dan Merdeka Belajar : Kajian Kritis Dari Prospektif Kebijakan."

⁷³ A. D. Astuti, "Penerapan Kantong Plastik Berbayar Sebagai Upaya Mereduksi Penggunaan Kantong Plastik," *Jurnal Litbang* 12, no. 1 (2016): 32-40.

⁷⁴ Onny Nurhayanti, "Pancasila Student Profile as Achievement Merdeka Belajar on Program Guru Penggerak," in *International Conference of Interdisciplinary Sciences*, 2021.

⁷⁵ Indarta et al., "Relevansi Kurikulum Merdeka Belajar Dengan Model Pembelajaran Abad 21 Dalam Perkembangan Era Society 5.0."

⁷⁶ Surahman et al., "Peran Guru Penggerak Dalam Pendidikan Merdeka Belajar Di Kubu Raya."

⁷⁷ Astuti, "Penerapan Kantong Plastik Berbayar Sebagai Upaya Mereduksi Penggunaan Kantong Plastik."

⁷⁸ Nurhayanti, "Pancasila Student Profile as Achievement Merdeka Belajar on Program Guru Penggerak."

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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.^{79, 80, 81}

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	The role of the driving teacher leadership	Indicator Pancasila Student Profile					
		Faith and Taqwa	Think critically	Independence	Creativity	Cooperation	Global Diversity
82	√	√	√	√	√	√	√
83	√		√	√	√	√	√
84	√	√	√	√	√	√	√
85	√	√	√		√		
86		√	√	√	√	√	√
87	√	√	√	√	√	√	√
88	√	√	√	√	√	√	√
89	√	√	√	√	√	√	√
90	√	√	√	√	√	√	√
91		√	√	√	√	√	
92	√	√	√	√	√	√	√
93	√	√	√	√	√	√	√
94	√	√	√	√	√	√	√
95	√	√	√	√	√	√	√
96	√	√	√	√	√	√	√
97	√		√	√	√		
98	√		√	√	√	√	

⁷⁹ Irawati et al., "Profil Pelajar Pancasila Sebagai Upaya Mewujudkan Karakter Bangsa."

⁸⁰ Safitri, Wulandari, and Herlambang, "Proyek Penguatan Profil Pelajar Pancasila: Sebuah Orientasi Baru Pendidikan Dalam Meningkatkan Karakter Siswa Indonesia."

⁸¹ Tricahyono, "Upaya Menguatkan Profil Pelajar Pancasila Melalui Desain Pembelajaran Sejarah Berbasis Kebhinekatunggalikaan."

⁸² Kurniasih, "Aktualisasi Nilai-Nilai Kepemimpinan Astha Brata Untuk Mewujudkan Profil Pelajar Pancasila Melalui Sekolah Penggerak."

⁸³ Yusuf Tri Herlambang Vania Sasikirana, "Urgensi Merdeka Belajar Di Era Revolusi Industri 4.0 Dan Tantangan Society 5.0" 08 (2020).

⁸⁴ Sijabat et al., "Mengatur Kualitas Guru Melalui Program Guru Penggerak."

⁸⁵ Priyanto, "Pendidikan Islam Dalam Era Revolusi Industri 4.0."

⁸⁶ Irawati et al., "Profil Pelajar Pancasila Sebagai Upaya Mewujudkan Karakter Bangsa."

⁸⁷ Rusnaini et al., "Intensifikasi Profil Pelajar Pancasila Dan Implikasinya Terhadap Ketahanan Pribadi Siswa."

⁸⁸ Susilawati, Sarifudin, and Muslim, "Internalisasi Nilai Pancasila Dalam Pembelajaran Melalui Penerapan Profil Pelajar Pancasila Berbantuan Platform Merdeka Mengajar."

⁸⁹ Ahyani, Permana, and Abduloh, "Pendidikan Islam Dalam Lingkup Dimensi Sosio Kultural Di Era Revolusi Industri 4.0."

⁹⁰ Rahayuningsih, "Internalisasi Filosofi Pendidikan Ki Hajar Dewantara Dalam Mewujudkan Profil Pelajar Pancasila."

⁹¹ Diputera, Damanik, and Wahyuni, "Evaluasi Kebijakan Pendidikan Karakter Profil Pelajar Pancasila Dalam Kurikulum Prototipe Untuk Pendidikan Anak Usia Dini."

⁹² Wahdani and Burhanuddin, "Pendidikan Keluarga Di Era Merdeka Belajar."

⁹³ Nugroho, Suryanti, and Wiryanto, "Peningkatan Kualitas Guru, Sebanding Dengan Peningkatan Pendidikan?"

⁹⁴ Sibagariang et al., "Peran Guru Penggerak Dalam Pendidikan Merdeka Belajar Di Indonesia."

⁹⁵ Sumarsih et al., "Analisis Implementasi Kurikulum Merdeka Di Sekolah Penggerak Sekolah Dasar."

⁹⁶ Rahmadayanti and Hartoyo, "Potret Kurikulum Merdeka, Wujud Merdeka Belajar Di Sekolah Dasar."

⁹⁷ Artanto, Muqowim, and Widowati, "Strategi Guru Penggerak Dalam Menumbuhkan Karakter Moderat Pada Peserta Didik Melalui Literasi Di Madrasah."

⁹⁸ Ariyana, Ramdhani, and Sumiyani, "Merdeka Belajar Melalui Penggunaan Media Audio Visual Pada Pembelajaran Menulis Teks Deskriptif."

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99	√	√	√	√	√	√	√
100	√						
101	√	√	√	√	√	√	√
102	√	√	√	√	√	√	√
103	√	√	√	√	√	√	√
104	√	√	√	√	√	√	√
105	√		√	√	√		
106	√						
107	√						
108	√				√		
109	√	√	√	√	√	√	√
110	√	√	√	√	√	√	√
111		√	√	√	√	√	√
112	√	√	√	√	√	√	√
113		√	√	√	√	√	√
114	√	√	√	√	√	√	√
115		√	√	√	√	√	√
116		√	√	√	√	√	√
117		√	√	√	√	√	√

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.^{118, 119} The character profile of Pancasila students that is implemented is 83% to have

⁹⁹ Daga, "Makna Merdeka Belajar Dan Penguatan Peran Guru Di Sekolah Dasar."

¹⁰⁰ Restu Rahayu, Rita Rosita, Yuyu Sri Rahayuningsih, Herry Hernawan, "Implementasi Kurikulum Merdeka Belajar Di Sekolah Penggerak."

¹⁰¹ Sumiana, "Zonasi Dan Merdeka Belajar : Kajian Kritis Dari Prospektif Kebijakan."

¹⁰² Indarta et al., "Relevansi Kurikulum Merdeka Belajar Dengan Model Pembelajaran Abad 21 Dalam Perkembangan Era Society 5.0."

¹⁰³ Surahman et al., "Peran Guru Penggerak Dalam Pendidikan Merdeka Belajar Di Kubu Raya."

¹⁰⁴ Lubis et al., "Peningkatan Sdm Guru Melalui Program Guru Penggerak."

¹⁰⁵ Astuti, "PERAN GURU PENGGERAK PADA MERDEKA BELAJAR UNTUK MEMPERBAIKI MUTU PENDIDIKAN DI INDONESIA."

¹⁰⁶ Danik Nuryani¹ and Ita Handayani², "KOMPETENSI GURU DI ERA 4.0 DALAM MENINGKATKAN MUTU PENDIDIKAN" (2020): 224–237.

¹⁰⁷ Faiz and Faridah, "Program Guru Penggerak Sebagai Sumber Belajar."

¹⁰⁸ Wahyu Satriawan et al., "Guru Penggerak Dan Transformasi Sekolah," *Al-Idarah: Jurnal Kependidikan Islam Volume 11*, no. 1 (2021): 1–12.

¹⁰⁹ Desianti and Rahayuningsih, "Sekolah Penggerak and Guru Penggerak Evaluation Policy as Pioneers of Changes in The Education System in The New Paradigm Curriculum."

¹¹⁰ Imas Kurniawaty, Aiman Faiz, and Purwati Purwati, "Strategi Penguatan Profil Pelajar Pancasila Di Sekolah Dasar," *EDUKATIF : Jurnal Ilmu Pendidikan* 4, no. 4 (2022).

¹¹¹ Kiriana, Widasih, and Sena, "Peran Guru Penggerak Dalam Meningkatkan Kualitas Pembelajaran Pendidikan Agama Hindu."

¹¹² Nurhayanti, "Pancasila Student Profile as Achievement Merdeka Belajar on Program Guru Penggerak."

¹¹³ Rachmawati et al., "Projek Penguatan Profil Pelajar Pancasila Dalam Impelementasi Kurikulum Prototipe Di Sekolah Penggerak Jenjang Sekolah Dasar."

¹¹⁴ Safitri, Wulandari, and Herlambang, "Proyek Penguatan Profil Pelajar Pancasila: Sebuah Orientasi Baru Pendidikan Dalam Meningkatkan Karakter Siswa Indonesia."

¹¹⁵ Mery et al., "Sinergi Peserta Didik Dalam Proyek Penguatan Profil Pelajar Pancasila."

¹¹⁶ Tricahyono, "Upaya Menguatkan Profil Pelajar Pancasila Melalui Desain Pembelajaran Sejarah Berbasis Kebhinekatunggalikaan."

¹¹⁷ Hozaimi, "Penguatan Karakter (Profil) Pelajar Pancasila Melalui Kegiatan Pesantren Ramadhan (Studi Di Sd Islam Plus Salsabila Al Ikhsan Magelang)."

¹¹⁸ Sibagariang et al., "Peran Guru Penggerak Dalam Pendidikan Merdeka Belajar Di Indonesia."

¹¹⁹ Surahman et al., "Peran Guru Penggerak Dalam Pendidikan Merdeka Belajar Di Kubu Raya."

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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.¹²⁰

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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