

Profile Implementation Pancasila Students in the Independent Curriculum in Mathematics

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Abstract

Mathematics subjects are considered by most students to be difficult. In the Free Learning Program, students find mathematics easy, because of various innovations from the teachers. The purpose of this study was to analyze the implementation of the Pancasila Student Profile in the Freedom to Learn curriculum in relation to Mathematics Learning. The research method descriptive uses qualitative. The analysis technique consists of data reduction, data presentation, and drawing conclusions. The subjects of this study were school principals, homeroom teachers and students. The selected informants in this study were teachers and principals who understood the profile of Pancasila students. Data validity technique with source triangulation. The results of this study indicate that 1) The planning for the implementation of the Pancasila Student Profile includes training, readiness of documents and completeness of facilities and infrastructure which are all intended for teachers. 2) Implementation of the implementation of the Pancasila Student Profile with planning, implementing, and evaluating learning activities in accordance with teacher competence. 3) Evaluation of implementation is carried out by teachers with school principals and teacher evaluations with students. Constraints in implementation have been made efforts to improve, so that the implementation of the Pancasila Student Profile in Mathematics Learning at Santa Maria Rembang Catholic Elementary School has been carried out properly.

Keywords: profile of Pancasila students, independent curriculum, mathematics learning, elementary school

INTRODUCTION

Policies that have made by the government with walk time has experience change or refinement, for one is policy in field education. Policy experienced education refinement and should followed by school among them policy Permendikbudristek No. 262/M/2022 about curriculum independent. Freedom to learn in Merdeka Curriculum is A transformation education For print superior generation. Freedom to learn contribute in enhancement competence participant educate For can Study in a manner free. The concept of “ Freedom Learning ” (Sulistiawati et al., 2023) , gives chance to participant educate For access knowledge knowledge from various type source Study (Manalu et al., 2022) . Freedom Study give freedom institution education For push participant educate innovate and think creative .

Freedom to learn can understood as independent in work and respond changes that occur in the environment education. Freedom to learn also gives freedom wide for participant educate in increase global competence. Freedom to learn in the learning process is also demanding participant educate For can Study in a manner independent. The presence of Freedom to learn give freedom and authority for school For develop and manage curriculum in accordance with characteristics her school. Freedom to learn make it easier for teachers access device learning digital based (Septiana & Hanafi, 2022) . Freedom to learn also gives freedom for participant educate in express, declare opinion and vote eye lesson in accordance with interest and method learn each. However, the fact is implementation independent study at school Not yet walk maximum. Teacher yet Lots understand independent Study (Susilowati, 2022) . G idea curriculum school independent realize Profile Pancasila students. As for the profile the student in question is believe and fear to almighty god one, independent, reasoned critical, creative, collaborative and global diversity. Six things This mentioned eas indicator profile student pancasila (Dwi Lestari et al., 2023)

Profile Pancasila student at the time This is one expected effort can increase quality and quality

education in Indonesia (Zulaiha et al., 2022) . Where is the hope can carry and put forward on formation character in children. With exists profile this Pancasila student is the target participant ideal pupil accordingly with Pancasila. In an era of progress technology globalization moment this, role education value and character are needed for the sake of giving balance between development technology and development the human (Faiz & Kurniawaty, 2022) .

this time with exists strengthening profile Where are the Pancasila students ? focus so you can implanted planting good character to children, also instilled ability in life expected everyday always capable implanted in individual participant educate through activities culture school, learning intracurricular nor extracurricular, reinforcement profile student Pancasila is also culture Work (Muna & Fathurrahman, 2023) . Then with matter That can become answer from various problem in system education that existed in Indonesia at the time this. There is a profile student pancasila this is also made as answer from One question big there, about draft special learning is learning math .

Draft learning mathematics is an interactive process between the teacher and the participants educate in developing learning models thinking and logical that has been created by the teacher with use method for learning mathematics more develop and grow optimally (Malikah et al. , 2022) , participants educate capable Study in a manner more effective and efficient. Size success learning No only results achievement in school, however learning that can improve and develop what is learned Then applied in life daily (Anggreini & Priyojadmiko, 2022) . Mathematics is one very important knowledge in life human. Mathematics as one eye subjects taught at school participate share in realize objective education national and development productive, creative, innovative and insightful Indonesian nation .

Participant educate need mathematics For fulfil real world needs, and solve problem. somewhere else child need mathematics school For express the language to in possible written form understood by others (Wahyuni, 2021) . Still a lot participant students who think mathematics That difficult because previously participant educate Already have fear, no enthusiastic For Study so that finally lazy to Study math. Learning mathematics need media so that the concept mathematics can applied in life daily so that become more concrete for participant educate (Mukhni et al., 2020) . This is what makes as challenge a teacher for make learning mathematics fun and participant educate No Afraid as well as diligent Study math .

With Thus, teachers are required For innovate in learning. The goal For increase understanding participant educate to draft math, participant educate become more happy and excited, feel comfortable and not Afraid For Study mathematics (Manik et al., 2022) . With presence independent Study can create fun and enhancing learning quality learning mathematics, independent Study aim For reach objective learning that doesn't limited to curriculum school (Anggreini & Priyojadmiko, 2022) .

Wrong One eye lesson in Santa Maria Catholic Elementary School Rembang is Mathematics Where Most students consider this lesson difficult. Program exists Merdeka Belajar above, it is hoped that the lesson or theme of Mathematics in particular will be increasingly felt easy by para participant educate Because exists various i innovation from para Teacher Which implementing the independence program learn. Santa Maria Catholic Elementary School Rembang is one Private elementary schools that follow the Merdeka Curriculum program and them open to Educational development. By Because That, in study This researcher focus How Implementation of the Pancasila Student Profile in Program Independent Study in Santa Maria Catholic Elementary School Rembang Dalam relation with Learning Mathematics. this article discuss “ Implementation of the Pancasila Student Profile in the Independent Curriculum in Santa Maria Catholic Elementary School Rembang on Learning Mathematics”

METHOD

Research method This use study qualitative ie describing method in a manner systematic about something symptom in a manner factual and accurate or describe in a manner systematic about phenomenon that occurs (Sanjaya, 2015) . Study This expected can discuss about planning, implementation, and evaluation in implementation Profile Pancasila students in Independent Curriculum in Learning Mathematics at Santa Maria Catholic Elementary School Rembang. Study This held in the even semester year teaching 2022/2023.

The subjects of this study were school principals, homeroom teachers, and students. Informants selected in this study by selecting informants sources who understand the purpose of research. Data collection in this study was carried out by observation, interview and documentation methods. Observations were made through direct observation in the field, namely observing the process of learning mathematics in class and school programs. Interviews were conducted in a structured manner with informants to collect in-depth data regarding the learning process, curriculum planning, curriculum implementation, curriculum

evaluation, school program implementation. Documentation is used by collecting secondary data including school curriculum documents, mathematics teacher learning tools documents, data from the government, government policies, to research results from previous articles .

The data obtained were analyzed using data analysis techniques consisting of data reduction, data presentation, and drawing conclusions (Hasanah et al., 2021) . In this study, the validity of the data was also analyzed using source triangulation (Sugiyono, 2017) . This method is carried out by comparing the data obtained from one source with another (Weyant, 2022) .

RESULTS AND DISCUSSION

Planning Implementation Profile Pancasila students in Freedom Curriculum at Santa Maria Catholic Elementary School Rembang

Planning can defined as process or activities carried out For formulate goals, objectives, and steps to be taken in reach objective the (Chermack & Lynham, 2017) . Planning is the taking process conscious and systematic decisions about goals and activities to be carried out by individuals, groups, work units, or future organization (Dobbins et al., 2018) . So planning is a process through stages For reach desired goal achieved involving source power exercised by individuals or group .

Based on results observation And studies interview show that planning Implementation Freedom Curriculum in learning Mathematics in SD Catholic Santa Maria Rembang that is :

- 1) Stage socialization and training Independent Curriculum with training held by the Development Team Curriculum to head schools and teachers in elementary schools Catholic Santa Maria Rembang
- 2) Dissect Achievements Learning and Learning Objective Flow, create Teaching Modules with enter Profile Pancasila students in learning. Related study This focused to grade 1 Santa Maria Catholic Elementary School.
- 3) Forming team developer Merdeka Curriculum, namely class I teachers and Class IV teachers
- 4) Provide means source Study that is teacher books and student books, LCD, dictionaries, and *sound system* as well as learning media as support activity learning curriculum Freedom in SD Catholic Santa Maria Rembang .

Implementation Implementation Profile Pancasila students in Freedom Curriculum at Santa Maria Catholic Elementary School Rembang

Implementation implementation Profile Pancasila students embodied in form process learning. Change can felt benefits when accompanied by a change in method implementation learning Which happen Good in in nor outside class. Variation pattern Study teaching, determination and use of media in support activity Study, determination technique evaluation For see achievements results educator is something indicator in update curriculum. Factor Which participate influence success curriculum that is ability Teacher in apply And actualize Profile of Pancasila Students in Grade 1

Lesson Plans

In execution implementation Profile Pancasila students in There is an independent curriculum a number of a must held in learning namely :

a) Phase

Implementation Merdeka Curriculum at the level Elementary School has 3 phases, viz phase A, Phase B and Phase C. For year teachings of the 2022/2023 curriculum independent only has 2 classes, viz class 1 and class 4 as well. Phase A in grade 1 and Phase B in grade 4

b) Achievements Learning

Achievements learning to be used For learning Already planned from year teachings new will started. Year teachings new here is year teaching 2022/2023. Achievements Learning too set through the Standards Agency Education Curriculum and Assessment No. 33/H/KR/2022 concerning Achievements Learning .

c) Flow of Learning Objectives

Learning Objectives is vacation from achievements past learning determined from beginning year teachings new. Learning objectives later will become reference implementation learning .

d) Teaching Module

The teaching module is Suite plan implementation learning .

e) Profile Pancasila students

Implementation Merdeka Curriculum, in the eyes lesson mathematics Profile Pancasila students are used For see evaluate attitude participant educate. A number of element entered in appraisal attitude participant learn, where in learning mathematics This use element reason critical, cooperative, independent, and creative.

Sided Education to Learners

Based on results observation And interview with teachers and participants students, implementation of learning in class walk in a manner *aticve learning* Where learners more Lots involved in activity learning. In learning Math in grade 1, Teacher role as facilitator, no Again patronize that is help learners connect initial knowledge that students have with new knowledge to be they learn.

Teacher has values competence ie independent, creative, collaborative, innovative, and reflective. With own values competence, a teacher will moved do change method teach and corner view positive as a educator. After an unmoved teacher, then roles as leader learning, coach for other teachers, student leadership, is motivating community practitioner will towards impartial education to students. That teacher inhibits to students and create fun learning.

Learning based Profile Pancasila students

Learning Mathematics in SD Catholic Santa Maria Rembang use PBL (*Problem Based Learning*) and PjBL learning models (*Project Based Learning*). PBL (*Problem Based Learning*) allows involving students in an activity to solve the problems encountered. PjBL (*Project Based Learning*) is a learning model that uses a project or activity as a medium. According to the Ministry of Education and Culture (2013), students carry out exploration, assessment, interpretation, synthesis, and information to produce various forms of learning outcomes.

Learning at Santa Mari Catholic Elementary School, Rembang help learners For more easy construct knowledge beginning students with the material presented, after That learners Which look for road go out For solve problem. As support learning learners, book Mathematics Which made has designed For providing opportunity learners develop ability he thought. For example learners A solve problem in his way while student B has a way then the teacher directs that these methods can be used to help build their knowledge.

Profile Pancasila students are involved in learning use one of the elements is reason critical and collaborative. Attitude reason critical Alone become challenge for internal teachers carry out learning. Class 1 learning on Achievement Learning operation summation, participants educate demanded For make question story sum use numbers 11-20.

Mutual cooperation attitude is implemented in learning groups using learning models PjBL. Participant educate in learning mathematics material operation count reduction .

Learning Media

Based on results observation And interviews, the media used by the teacher on moment implementation learning adapt material. like on moment Teacher explain about draft geometry get up room participant educate use the objects in the class, draft addition and subtraction participant educate use fallen leaves on the lawn In this case the remains involved in use media learning. The teacher also uses the LCD projector and audio-visual if needed And utilise environment around Election media in material the aims to make students understand the material with Good.

Learners Which Sit down in School Base between age 7-11 year is at on stage concrete operational that is where the learning mathematics Which on basically learn something abstract like symbols and numbers will more easy accepted And understood by students when learning mathematics uses real objects or object concrete (Riyanto & Fatchan, 2019) . The process of teaching and learning activities carried out by the teacher towards students involves the active participation of students where the process is a means or container that aim to simplify the pattern think in terms of science or abstract concepts.

Evaluation and Reflection Learning

Evaluation used by the teacher in learning Mathematics ie diagnostic assessment for know need participant educate, formative assessment For do repairs and improvements learning, as well as the summative assessment used For measure achievements learning participant educate .

Teacher always do reflection self and reflection with participant educate in implementation of the learning process mathematics use sheet reflection. After do reflection that's what teachers do too effort follow carry on in the implementation process learning to be taught

Evaluation Implementation Profile Pancasila students in Freedom Curriculum at Santa Maria Catholic Elementary School Rembang

Evaluation is something component curriculum. Evaluation as a process of collecting, analyzing and assessing data and information regarding educational programs or activities, with the aim of making decisions and providing feedback to related parties (Sanjaya, 2015). Evaluation as a process of collecting and assessing data and information about the results of achieving goals, activities, processes, and the impact of educational programs or activities (Mulyasa, 2015).

Evaluation used For taking decision or policy. Objective evaluation in implementation curriculum is For see ongoing curriculum implementation process as function control that is For know suitability between implementation And planning curriculum, and as a repair function if any lack as well as can used For see results end Which achieved. Evaluation can give information Which credible about maintenance learning And achievement learners. From this information next made something decision about policy That Alone, repair learning, constraint And effort the guidance need given.

Based on results observation And interview that evaluation of the implementation of the Independent Curriculum in learning Mathematics in SD Catholic Santa Maria Rembang done by head school through activity monitoring in classes And see process learning. Evaluation Also held during the evaluation meeting with the teacher including exchange thought with fellow power educator related implementation of the Independent Curriculum and follow up related Freedom Curriculum

To evaluate student learning outcomes with Medical Curriculum held diagnostic assessment, formative assessment, and summative assessment Which held by school. In evaluate participant educate Teacher make evaluation Where objective learning with the material taught accordingly. evaluation that used involve learners For active in activity Study through discussion group And game. Evaluation given to participants educate in accordance with realm ability participant educate.

Implementation Constraints Profile Pancasila students in Freedom Curriculum at Santa Maria Catholic Elementary School Rembang

Limitations teacher knowledge about implementation Profile Pancasila students

Master still Confused For use element profile student Pancasila on learning math. Implementation learning to use element profile Pancasila students only a number of meeting just. During study profile Pancasila students carried out, the teacher gave evaluation to attitude character participant educate based on reference profile student pancasila Still Not yet in a manner Specific every participant educate. From the elements profile student Pancasila applied to learning math, the teacher took elements of mutual cooperation, reasoning critical, and creative. Implementation mutual cooperation elements in the learning model PjBL Not yet walk maximum. Characteristics participant educate become reason learning mathematics with implementation profile student Pancasila .

Mutual cooperation is one strengthening character in the participants educate. Profile Pancasila students to be one supportive policies realization objective education national and continuation of the reinforcement program character (Irawati et al., 2022) . The role of the teacher is very helpful in implementation good character. Inside reach profile Pancasila students namely there is modeling exemplified by teachers in schools (Kurniawaty et al., 2022) .

Time Limitation

In practice learning math in grade 1 requires more time from schedule already determined, so often reduce eye time another lesson after lesson math. this caused participant educate class 1 must given exercise intense repetition in order to be skilled count. Apart from practice repeatedly the teacher also invites student lucky literacy and numeracy. Teacher has not quite enough answer big related with activity learning and outcomes Study student to submitted material remember ability base student to material learn. Indonesian students need strengthening literacy and numeracy (Hapsari & Mada, 2023) .

Limitations time become problems faced by teachers in schools, among others problem other. school factor is teacher encouragement, time study at school limited, solicitation Friend schools and facilities infrastructure Study not enough adequate (Alwan et al., 2017) . Limitations time you have at school make activity Study No only going on inside room class just (Mustika Sari et al., 2017) .

Efforts to Overcome Implementation Constraints Profile Pancasila students in Curriculum Merdeka at Santa Maria Catholic Elementary School, Rembang

Through activity interview, it is known For overcome constraint implementation Freedom Curriculum

at Santa Maria Catholic Elementary School Rembang with method discussion guided with other schools that have carry out Merdeka Curriculum, so happen swap thought practice Good in implementation implementation Profile Pancasila students in Independent Curriculum for learning math .

For overcome constraint limitations time, the teacher repeated make planning with streamline time. Make channel objective appropriate learning with characteristics participant educate. Development This of course need repeated time to get maximum results later. Teachers can implement learning in accordance with curriculum, p This can seen in the six indicators that are visible. Six indicators the ie understanding characteristics and structure curriculum, readiness plan learning, learning process readiness, and readiness means infrastructure, readiness modules / teaching materials and readiness evaluation learning (Pertiwi et al., 2023) .

CONCLUSION

Based on results study And discussion Which has been delivered so can concluded that implementation Profile Pancasila students in Freedom Curriculum on Learning Mathematics in Santa Maria Catholic Elementary School Rembang has been implemented properly Good.

These results can be seen starting from the planning stage which includes the preparation of HR (Human Resources), document curriculum Which form achievements learning, plot objective learning, teaching modules, profiles student Pancasila, and means And source Study Which support activity Mathematics Learning. Stage implementation seen Teacher can designing learning with make teaching module, implementing and managing learning as well can evaluate learning well. Profile Implementation Evaluation Pancasila students in Independent Curriculum in Learning Mathematics in SD St Mary's Catholic has evaluated with well done by Head School And Teacher through evaluation internal that is *monitoring* Teacher And meeting evaluation.

From this evaluation can is known constraint experienced so that follow-up steps can be taken and seek to overcome these obstacles as much as possible. Results This can be seen from the school's efforts to organize training For Teacher And participation Teacher follow activities Which held as well as effort Teacher in overcome constraint during process learning.

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