

Implementation of the Pancasila Learner Profile Strengthening Project at SDN 183/II Sumber Mulya Movement School

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ARTICLE INFO

Keywords: Pancasila Learner Profile, Project

Received : 3 November

Revised : 22 December

Accepted: 21 January

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ABSTRACT

This research was motivated by a lack of understanding by educators in designing P5 plans due to a lack of training attended by educators and a lack of guidance to fellow educators after attending workshops. There is no involvement of Pancasila students in determining or choosing the themes and topics to be chosen. This research aims to describe the experience of the facilitator team in implementing, obstacles and efforts to overcome obstacles to the project to strengthen the profile of Pancasila students at the driving school SDN 183/II Sumber Mulya. This research method uses a qualitative phenomenological method, this research was carried out at SDN 183/II Sumber Mulya. Participants in the research were the team of facilitators for phases A, B, C, class VI homeroom teachers, PAI teachers and Pancasila students for phases A, B and C. Data collection techniques were carried out using interviews, observation and documentation. Data analysis techniques were carried out using triangulation and the ATLAS TI application. The results of this research show that: 1) implementation of P5 at stages: a. planning is carried out by observing problems that occur in the surrounding environment which are adapted to the needs of Pancasila students and school readiness, b. The implementation was carried out by asking stimulating questions and having collaborated with the resource person. c. Evaluation is carried out by looking at the impacts that arise and the achievement of project dimensions and objectives using the assessment rubric that has been created. 2) the obstacles felt by the facilitator team were limited time in compiling modules, conducting environmental observations and observing the development of Pancasila students, lack of funding and resources that could support project implementation. 3) efforts that have been carried out by collaborating with project members in evaluating the environment and observing the development of Pancasila students, asking Pancasila students to prepare tools and materials that will be used and then using infrastructure in turn

INTRODUCTION

The curriculum is an important thing in the education system, where the curriculum is a guide or reference for the course of an educational process in planning, implementing and evaluating education. In Indonesia, there have been 11 changes, starting from the 1947 Curriculum to the 2013 Curriculum (K13). However, in 2019 the education system in Indonesia underwent a change where learning which initially took place face-to-face then turned into distance learning due to the emergence of the COVID19 outbreak that hit the whole world. Then, in 2022 the Ministry of Education and Culture issued Law 2 No.56/M/2022 by launching a program called “Kurikulum Merdeka” as an effort to restore learning.

Kurikulum Merdeka is a curriculum that offers a variety of learning such as intracurricular, co-curricular and extracurricular learning with the aim that Pancasila students have sufficient time to understand concepts and strengthen their competencies. Not only Pancasila students but, educators are also given the freedom to choose various learning tools that suit their needs, interests and characters to strengthen the Pancasila Student Profile. The independent curriculum is designed so that Pancasila students can optimally develop their potential both in intracurricular and co-curricular learning with learning that is interesting, creative, fun and without pressure.

As a result of the COVID19 pandemic which requires all activities to be carried out remotely (online), especially in teaching and learning activities. Indirectly, this has resulted in a decrease in the character and learning outcomes of Pancasila students. To overcome these problems, then the minister of education Nadiem Anwar Makarim issued an independent curriculum program with co-curricular learning or project-based learning where the focus of this learning is to provide opportunities for Pancasila students to “experience directly” to strengthen character and gain more meaningful knowledge from the surrounding environment and be associated with the Pancasila Student Profile.

The Pancasila Learner Profile is a competency or character that will be grown and developed by educators so that Pancasila learners become lifelong learners in accordance with the graduate competency standards. *Projek Penguatan Profil Pelajar Pancasila (P5)* is an interdisciplinary learning that uses a project-based learning approach in a contextual (real) and based on solving problems that occur around the school environment involving Pancasila students. P5 is designed to create and improve the ability of Pancasila students to have 21st century competencies such as character, critical thinking, creativity, collaboration and communication, and to be ready to face the challenges of revolution 4.0, Aristiawan et al. (2023: 84).

According to Satria et al. (2022: 8) in the Pancasila Student Profile Strengthening Project Guide, there are 6 dimensions that must be applied including, faith, devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity. And there are 6 themes that can be applied at the elementary school level, namely, local wisdom, entrepreneurship, *bhineka tunggal ika*, sustainable

lifestyle, build body and soul, and engineering and technology, cocurricular learning is carried out separately from intracurricular learning because cocurricular learning focuses on developing competencies and character in Pancasila students. P5 itself consists of 3 phases at the elementary school level 5 of them: Phase A (grades 1 and 2), Phase B (grades 3 and 4), Phase C (grades 5 and 6).

At the time of implementing the independent curriculum, especially the Pancasila Student Profile Strengthening Project, trials were still being carried out in schools designated as Pilot Projects for the independent curriculum. The driving school program is a Pilot Project of the implementation or implementation of cocurricular learning. The driving school is a school that focuses on the development of Pancasila student learning outcomes in a holistic way so that the realization of the Pancasila student profile includes literacy and numeracy competencies and character building with habituation. The driving school program is the result of cooperation between the Ministry of Education, Culture and Research and local governments in an effort to realize the vision of Indonesian education, namely, "realizing an advanced Indonesia that is sovereign, independent and has a personality through the creation of Pancasila students".

Schools that want to become pilot projects or driving schools must register through the Ministry of Education and Culture's official website and there are general criteria for school principals who will register themselves.

Schools that have been designated as driving schools are expected to later be able to influence other schools in terms of improving the quality of education and will take part in the Learning Committee Training (PKP) organized by Kemdikbud, the training is conducted for approximately 16 days online. This training aims to improve the competence of schools, especially principals and teachers, in implementing the independent curriculum in schools.

P5 is still not in accordance with the principles of P5 such as the lack of facilities and infrastructure in implementing P5, educators still often experience confusion or difficulties in terms of designing P5 activities due to a lack of understanding of teachers due to the lack of training attended by educators who are constrained by inadequate networks or devices and training schedules that coincide with personal interests (lectures).

There are educators who do not feed back to fellow educators about the information obtained when attending the workshop, due to the lack of interaction or communication between fellow educators, which results in educators who do not attend the workshop not knowing what needs to be evaluated in the implementation of P5. and after the module is completed, the educator must make a copy in the form of a power point through the canva application, and due to differences in the characteristics of Pancasila students, it causes difficulties for educators in instilling character, for example there are Pancasila students who are lazy, do not listen or observe, and there are still cases of bullying among Pancasila students.

After implementing P5 at SDN 183/II Sumber Mulya, it has obtained learning outcomes in the form of helping Pancasila students develop and improve skills in problem solving, collaboration, and communication which will later be used in the world of work, increasing the motivation and interest of Pancasila students in learning, increasing social skills and respecting differences and opinions of others, increasing the creativity of Pancasila students and training Pancasila students to work in teams.

The attitudes that arise in Pancasila students in accordance with the Pancasila Student Profile can be seen from spiritual and social attitudes such as, honesty when finding money in the school environment, always reading prayers when you want to start learning and end learning, every morning each class cleans the school environment according to its area and duties, helping each other when friends have difficulties, not discriminating against friends, respecting friends' opinions and being able to work together in achieving common goals, as well as social involvement both in the school environment and the community and being responsible.

Based on the phenomena seen by researchers in the field during pre-observation, SDN 183/II Sumber Mulya has been implementing the Pancasila Student Profile Strengthening Project for approximately 2 semesters, and has implemented positive habituation applied in schools such as, every morning before entering the classroom Pancasila students take turns reciting or chanting short letters, daily prayers in turn for each class and every Friday morning Pancasila students and educators together carry out rohis such as reading yasin or tadarus Al-Quran and 3S culture or Smile, Greet, and Greet when meeting educators. And there are learning community activities (KOMBEL) which are carried out regularly every Tuesday followed by educators from other schools. During the combel, the material provided is about the Merdeka curriculum such as making P5 modules and intraculicular modules and conducting evaluations during learning.

Based on the problems that the researchers have described, the researchers are interested in conducting research with the title "Implementation of the Pancasila Student Profile Strengthening Project at the SDN 183/II Sumber Mulya Mover School" This research is important to do because the Pancasila Student Profile Strengthening Project is a new thing but its implementation has been running for approximately 2 school years so that this research aims to describe the teacher's experience in implementing the Pancasila Student Profile Strengthening Project which includes planning, implementation, evaluation, obstacles and efforts made by teachers in dealing with obstacles that occur. Thus, this research is expected to be a guide, input and reference that can improve understanding of the Implementation of the Pancasila Learner Profile Strengthening Project, especially in Movers Schools, researchers and other agencies.

METHODS

This type of research uses Qualitative Research. According to Sugiyono (2020: 9) qualitative research methods are research methods based on the philosophy of postpositivism or interpretive, used to research on natural object conditions, where the researcher is the key instrument, data collection techniques are triangulated (combined observation, interviews, documentation), the data obtained tends to be qualitative data, data analysis is inductive / qualitative, and qualitative research results are to understand meaning, understand uniqueness, construct phenomena, and find hypotheses.

RESULTS AND DISCUSSION

The results of this study are a description of the data that has been obtained when researchers go to the field using interview techniques, observation and documentation, then the discussion will analyze the results of research on the Implementation of the Pancasila Student Profile Strengthening Project at SDN 183/II Sumber Mulya.

The interview technique was carried out with 17 participants, then the data obtained from the interview technique was complemented by the results of direct observation of the Pancasila student profile strengthening project process carried out in phases A, B and C.

1. Results

- a. Based on the results of interviews and strengthened observations with the facilitator team, the facilitator team has developed a strategy for reporting the results of the Pancasila student project marked by the existence of a rubric for assessing progress in the project which will later be submitted to student guardians when distributing Pancasila student report cards and it can be concluded that the experience of educators in formulating project reporting strategies is carried out by participants, namely, for the project reporting strategy, the facilitator team analyzes the objectives, methods, learning styles and collaborates with resource persons, and collects learning outcomes in the form of implementation documentation and portfolios or journals of Pancasila students which will later be used to assist the facilitator team and project members in processing learning outcomes and filling out the Pancasila student project report card according to the assessment instrument that has been prepared then provide follow-up to Pancasila students to provide more meaningful understanding.
- b. Project Implementation Stage Strengthening the Profile of Pancasila Students at SDN 183/II Sumber Mulya The project implementation stage is the process of running a project activity in accordance with the steps that have been systematically arranged. At this stage, Pancasila students will have a more meaningful experience. Based on the results of interviews and strengthened observations, it can be concluded that the experience of educators in grouping Pancasila students by understanding the needs, interests, skills and diagnostic assessments such as the learning style of each Pancasila student, then groups are made religiously by using a flexible approach and open communication to Pancasila students.

- c. The evaluation stage of the Pancasila Student Profile Strengthening Project at SDN 183/II Sumber Mulya Activator School Project evaluation is a way to see, measure or assess an activity that has been carried out so that it knows how far it has reached. The purpose of the project evaluation is none other than to know the progress of Pancasila students clearly and provide follow-up to the program being carried out.

Based on the results of interviews and reinforced by the results of observations with the facilitator team from the participants above, it can be concluded that the teacher's experience in making efforts to deal with obstacles in planning, implementation and evaluation is by means of when evaluating the environment involving all the facilitator team and project members to assist in observing problems or issues in the surrounding environment and for making project modules carried out during the semester break so as not to interfere with the learning process, do not forget when making objectives and creative activities in the module adapted to the understanding and needs of Pancasila students, then hold discussions, cooperation and open communication to educators, principals and student guardians to get input from them, for evaluation on observing the development of Pancasila students ask project members in each phase to observe the development of Pancasila students adjusted to the assessment rubric, then for funding problems educators ask Pancasila students to make contributions to cover shortages in funding and for maintenance and tools to be used educators also ask Pancasila students to bring tools from their respective homes.

2. Discussion

Based on the results of observations, interviews and documentation conducted by researchers regarding the implementation of the project to strengthen the profile of Pancasila students at the driving school SDN 183/II Sumber Mulya has been running according to the provisions of the independent curriculum, the researchers can describe some of the findings of the research results as follows.

- a. Teachers' experience in implementing the project to strengthen the Pancasila learner profile (P5) at the driving school SDN 183/II Sumber Mulya

- 1) Planning, Gustamiyosi (2015: 9) says the planning stages of project-based learning are formulating learning objectives or projects, analyzing student characteristics, formulating learning strategies, making worksheets, designing learning resource needs and designing evaluation tools. Based on the explanation of the experience of educators at SDN 183/II Sumber Mulya based on several indicators on planning, the facilitator team for each phase with the assistance of project members has drawn up planning as it should be marked by the facilitator team having compiled a project module according to the P5 guidebook and adjusted to the problems of the surrounding environment and the characteristics of Pancasila students and education units, but in the even semester of the 2023/2024 school year the project module was prepared by stakeholders.

- 2) Learning, implementation is a learning process that is made during previous planning and is adjusted to the steps that have been arranged in such a way, Majid (2014: 129); satria. (2022: 328). According to Wena (2011: 108-117); Gustamiyosi (2015: 10) the stages of implementing project-based learning are preparation of learning resources explaining the project, group division, and working on projects. Based on the explanation of the experience of educators at SDN 183/II Sumber Mulya based on several indicators on implementation such as, learning resources are tools or media used during activities, learning resources need to be prepared both in terms of delivering material, tools, materials or bringing in sources to help implement P5. According to Samsinar (2019: 198) learning resources must be in accordance with the learning objectives to be achieved, easy to obtain and can be used by educators in any situation and condition. From the above discussion at the implementation stage, it can be concluded that P5 at SDN 183/II Sumber Mulya has been carried out well, characterized by preparing learning resources so that Pancasila students are easier to understand the material presented, then building awareness and exploring the understanding of Pancasila students about the material presented, then the facilitator team explains the task and project description and finally groups Pancasila students heterogeneously. grouping Pancasila students heterogeneously.
- 3) Learning evaluation is a way to see, measure or assess an activity that has been carried out so as to find out how far the learning achievement is, Idrus (2019: 922). Evaluating a project is a planned activity to determine the state of the object using a predetermined instrument. According to Sudirman; Magdalena. (2020: 247-248) that the objectives of assessment in the learning process are: 1) Making decisions about learning outcomes, 2) Understanding students, 3) Improving and developing learning programs. Based on the exposure of educators' experiences at SDN 183/II Sumber Mulya based on several indicators on implementation such as, Project evaluation is a planned activity to find out, measure and assess the state and ability of objects or students of Pancasila using the instruments that have been used. Sudirman; Magdalena (2020: 247-248) the objectives of the assessment are: 1) making learning outcome decisions, 2) understanding students, 3) improving and developing programs. Project evaluation is carried out by giving projects to Pancasila students and seeing the project process that is carried out and assessing conformity with the goals and objectives of the dimensions taken using an assessment rubric. In addition, educators provide opportunities for Pancasila students in self-reflection or feedback such as asking what they feel during the process of making projects from start to finish. This is in line with Sari (2022), educators reflect with Pancasila students to express their feelings when carrying out P5

activities. The next stage of the facilitator team measuring the achievement of dimensions is done by observing the development, activeness, cooperation and changes in attitudes towards Pancasila students in accordance with the dimensions of the assessment criteria that have been made.

- b. Teachers' experiences in dealing with obstacles in implementing the project to strengthen the profile of Pancasila students (P5) at the driving school SDN 183/II Sumber Mulya. The implementation of the project to strengthen the profile of Pancasila students has been running for approximately 2 school years and there have been many trainings provided by the government both offline and online, but undeniably in fact there are still many obstacles that arise in planning, implementation and even evaluation, both constraints from the school to constraints on educators. Based on the experience of educators at SDN 183/II Sumber Mulya, namely obstacles in conducting environmental observations to relate to the themes and topics to be used, then making project modules takes a relatively long time, preparing the readiness of Pancasila students, facilities and infrastructure and finding sources that are truly experts in accordance with the topic of discussion and then observing the development of each Pancasila student, conflicts between members of the Pancasila student group then not to mention the varying levels of understanding and skills of Pancasila students, and there is still a lack of understanding of teachers regarding the objectives, functions and components in making modules and there is still one educator who does not understand how to use IT besides the limited budget of the last school fund the number of observation assessments that must be carried out in accordance with the criteria of the dimensions of the Pancasila student profile. These obstacles are in accordance with research Wulandari (2023), SDS Islam Ulul Albab still has difficulty in determining suitable topics for each phase, facilities and infrastructure are used simultaneously. And research conducted by Asiati (2022), there is no involvement of outside parties in P5. From the above discussion on obstacles, it can be concluded that P5 at SDN 183/II Sumber Mulya is limited time in making modules, observing the environment and observing the development of Pancasila students, then the lack of funding and infrastructure that supports implementation.
- c. Teachers' experiences in making efforts to overcome obstacles in implementing the project to strengthen the Pancasila learner profile (P5) at the driving school SDN 183/II Sumber Mulya. The implementation of P5 still has some obstacles, but this does not cause educators to be silent and resigned to the obstacles that arise so that educators look for ways to overcome the obstacles that arise so that these obstacles can minimize their impact on the implementation of P5. Based on the experience of educators at SDN 183/II Sumber Mulya, it can be understood that efforts to overcome the obstacles felt by educators are by collaborating with all project members to assist in observing problems or issues in the

surrounding environment, monitoring the development of Pancasila students in each phase and for making project modules carried out on semester holidays then for funding and equipment problems educators ask Pancasila students to make contributions and bring tools from their respective homes. Efforts made in accordance with research Wulandari (2023), looking for references to themes and products that match the level, cutting project time to continue the next project, socializing the use of infrastructure to other classes. From the above discussion on efforts, it can be concluded that P5 at SDN 183/II Sumber Mulya is collaborating with project members and asking for help from Pancasila students in preparing materials and tools and funds to be used.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of research and discussion of the results of data presentation in accordance with the focus of research on the implementation of the project to strengthen the profile of Pancasila students at the driving school SDN 183/II Sumber Mulya, it can be concluded as follows:

1. Teachers' experiences in implementing the project of strengthening the Pancasila learner profile at the driving school SDN 183/II Sumber Mulya. Planning for the project to strengthen the profile of Pancasila students at SDN/ II Sumber Mulya has gone well, marked by the preparations that have been carried out by the facilitator team by preparing everything for project planning such as determining project objectives (P5), analyzing the characteristics of Pancasila students, identifying school readiness, determining special themes and topics, determining dimensions, allocation and time for project implementation, compiling modules, determining learning sources or resource persons and creating project reporting strategies.
 - a. Implementation of the project to strengthen the profile of Pancasila students at SDN 183/II Sumber Mulya, namely exploring the understanding and awareness of Pancasila students, explaining assignments and project descriptions, and grouping Pancasila students.
 - b. Evaluation of the project to strengthen student profiles at SDN/II Sumber Mulya has been carried out by the facilitator team by looking at the results of the Pancasila student project, the achievement of objectives and project dimensions that have been determined using an assessment rubric.
2. Teachers face obstacles in implementing the project to strengthen the profile of Pancasila students at SDN 183/II Sumber Mulya. The obstacles faced were limited time in planning, lack of funding provided by the school and infrastructure that did not support implementation, as well as differences in the level of understanding of Pancasila students.
3. Teachers make efforts to overcome obstacles in implementing the project to strengthen the profile of Pancasila students at SDN 183/II Sumber Mulya. Collaborating with project members to assist the facilitator team in observing problems or issues in the surrounding environment, observing the development of Pancasila students in each phase and creating project modules. Furthermore, for funds and equipment, educators ask Pancasila

students to make contributions and bring equipment from their respective homes.

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