

Project Implementation Of Strengthening “Profil Pelajar Pancasila” (P5) As A Value Of Life In Elementary Schools

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**Project implementation of strengthening “Profil Pelajar Pancasila”
(P5) as a value of life in elementary schools**

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Abstract: *This study discusses the independent curriculum which has begun to be implemented in elementary schools, but there are still several schools that have difficulty implementing P5 activities. The purpose of this study was to identify the Project for Strengthening “Profil Pelajar Pancasila” (P5) implemented in elementary schools for reading literacy in other schools. The research method used is descriptive qualitative with data collection techniques of observation, interviews, FGDs, and documentation. The object of this research was carried out at SDN Merjosari 4 Malang City in May. The results of this study are that through P5 activities students get provision for character education in accordance with the 6 P5 Dimensions, namely Faith, Fear of God Almighty, Global Diversity, Mutual Cooperation, Critical Reasoning, Independent, Creative.*

1
Keywords: *P5; Value of life*

Introduction

Education is the embodiment of a planned and deliberate effort to develop a learning environment for students in potentials related to religion, self-development, personality, intelligence, noble character, and students' skills needed by themselves, other communities, and the State (Rini and Tari 2013) (Kholis 2014) (Rahmatiani 2020). Through education students can find their identity with character, can think well, can explore problems and provide solutions, and can make good decisions. (Dewey 1986) Education provides a clear direction for learning objectives to be achieved. The achievement of learning is inseparable from the role of the curriculum in an institution. The development and reconstruction of the curriculum gradually continues to change or develop according to the times. Changes to the 2013 curriculum towards an independent curriculum (Fitriyah and Wardani 2022; Suryaman 2020) provide a different atmosphere for schools.

The curriculum provides many benefits and references as an effort to organize education in Indonesia so that educational goals are achieved. In its history, the curriculum continued to experience improvements from 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997 which was a revision of the 1994 curriculum, 2004 was a Competency-Based Curriculum, and the 2006 curriculum was called the Education Unit Level Curriculum, and in 2013 the name appeared. curriculum 2013 or K13, and in 2022 the implementation of the independent curriculum will begin in class 1 (Phase A) and class IV (Phase B) (Anas and Alan 2023; Aprima and Sari 2022). The independent curriculum of Kepmendikbud Number 56 of 2022 concerning Curriculum Guidelines will be implemented starting in 2022 in the context of restoring learning as a complement to the past/previous curriculum (Rahmadayanti and Hartoyo 2022). The 2013 curriculum recognizes the term character education as the foundation for strengthening moral education. Character education has an important role in providing positive habits in attitude and action. According to (Mulyasa 2022) Character education can

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help in the development of students' mental and physical development in achieving a more humane civilization. Meanwhile, according to (Mustoip 2018) character education in elementary schools is the foundation of noble character for students so they have a commitment related to the importance of good values implemented in everyday life. Character education in the independent curriculum is the focus of cultivating good character in everyday life.

Based on research conducted by (Prihatini 2022) the implementation of the independent curriculum encourages teachers to continue to innovate in learning in terms of planning, implementing, evaluating, and following up. Independent curriculum or independent learning is freedom of thought. The essence of this independence of thought must exist and start with the teacher first. Without freedom of thought for teachers it will be difficult to have freedom of thought for students so as to produce students who are superior, critical, creative, collaborative, innovative, and participate in the future. The independent learning curriculum builds a happy atmosphere in learning and learning, constructs the freedom of thought of teachers and students, which makes students the main subject of education, and facilitates ways of liberating student learning so that they become more critical, creative, and innovative in learning learning material (Rahmadayanti and Hartoyo 2022; Ramadan and Tabroni 2020; Zulaiha, Meisin and Meldina 2022).

Independent Curriculum When it began to be implemented, teachers simultaneously participated in outreach activities, workshops, seminars, as well as BIMTEK (Technical Guidance) of the Independent Curriculum. In its implementation there are changes which in K13 are known as character values, and in the Merdeka Curriculum (Fransiska et al. 2023; Marsidin 2022) it is known as the "Profile Pelajar Pancasila" or the Project to Strengthen "Profile Pelajar Pancasila"s (P5) (Santoso et al. 2023) (Aulia 2023). This activity occupies 20% as intracurricular activities in elementary schools. In P5 activities, it has a platform for developing and cultivating character values in accordance with Pancasila values in everyday life, as collaborative learning opportunities between teachers, students and student guardians, there is a learning community, as a forum for developing students' skills, attitudes and cognitive abilities. With the change in curriculum, the elaboration of P5 activities for each school is different. Strengthening the "Profile Pelajar Pancasila" focuses on extracurricular activities where at the elementary school level it occupies 20% of learning activities. P5 activities start from school culture which is the school climate, policies, and patterns of interaction and communication that apply in schools (Rachmawati et al. 2022).

Constraints in the independent curriculum are resources, preparation of teaching tools (determination of CP, TP, ATP to teaching modules and assessments) (Kurniati and Kusumawati 2023) (Sasmita and Darmansyah 2022) (Mawati, Hanafiah, and Arifudin 2023). In addition, project module activities must also run. P5 activities are an integral part of the independent curriculum. Therefore the school arranges P5 activities as well as possible. In this study, the research team will describe P5 activities in the Merjosari 4 school, Malang City, so that they can be used as a reference or reference for other schools in P5 activities. This research is able to answer the challenges of P5 activities for elementary school teachers so

that it can be used as a reference for teachers in implementing projects to strengthen the profile of Pancasila students.

Method

This study uses a descriptive qualitative approach that describes the conditions observed (Kadir 2003) (Sugiyono 2012). This method is used as an effort to see natural objects in the field/school where the research is conducted. Intake in research information has an inductive and generalizing nature. This research uses a descriptive method. The subjects of this study were grade IV and teachers at Merjosari 4 Elementary School, Malang City, which is located at Jl. Tirta Mulyo, Merjosari sub-district, Lowokwaru sub-district, East Java, Indonesia. This research was conducted during the month of May by participating in the P5 activities carried out by SDN Merjosari 4 Malang City. While data analysis techniques and data collection are in the form of observation, interviews, FGD (Forum Group Discussion) and documentation.

Results and Discussion

Based on the results of the research and the implementation of observations, interviews, and documentation in the form of photos and videos at SDN Merjosari 4 Malang City during 6 meetings during the P5 implementation hours, evidence and data were found that could be used as references and references for schools to implement P5. The Project to Strengthen the “Profile Pelajar Pancasila” as a forum for providing a foundation for life values so as to build students to animate the values contained in the Pancasila precepts (Safitri, Wulandari, and Herlambang 2022) (Syaharani and Fathoni 2023). This activity was carried out during May with the initial stages of analyzing the Project module developed by the teacher. So that at this stage the team implements and arranges time so that it can be present when the activity takes place. The following is an overview of P5 implemented in elementary schools.



Figure 1. “Profile Pelajar Pancasila”

The first dimension, namely Faith, Fear of God Almighty and noble character. This activity is closely related to the life values of students which will later be used as a reference in cultivating good character values in life in the family, environment, and school. Many acts of violence and bullying are based on a lack of the role of the family, environment and moral education. Therefore, through P5 activities, good moral education can be realized. The idea of the importance of religious education can be used as an effort to return to civility that is polite, tolerant, and virtuous.



Figure. 2 Student Activities in Religion in Practicing the First Precepts

SDN Merjosari 4 Malang City applies this first dimension by inviting students to worship together during Duha and midday prayers. Besides that, every time students start learning they are invited to pray and guided by picket teachers from the teacher's room. So that joint prayer activities are carried out simultaneously in one school. After that recite Asmaul Husna. And familiarize students with each activity starting with prayer and ending with prayer as well. Other activities also on Friday, the school together carry out prayer activities together. In addition to these activities, SDN Merjosari 4 holds routine religious activities such as group recitations. The benefits of this activity as an effort to provide a foundation for good character values for students. This activity will not run well without a school, parents, and an environment that supports students' habits in instilling religious values. This activity can make students virtuous and noble and develop Indonesian human beings who are faithful, pious and have noble character. This is in accordance with the opinion (Anwar 2016) which states that through character education students interpret with seriousness related to understanding, forming, cultivating good ethical and moral values in the community. Meanwhile, according to (Jai, Rochman, and Nurmi la 2019) through religious learning, Mapu forms, fortifies, and directs students to have good attitudes and personalities as citizens.



Figure 3. Puppet Activities in the Global Diversity Dimension

¹ **The second dimension**, global diversity as a form of inviting students to be proud of historical heritage, Indonesian culture, and ethnic diversity in Indonesia. In this activity the teacher invites students to role playing activities by utilizing puppet media made from used cardboard. In the process of its activities the teacher has prepared project modules and implemented and witnessed by other school colors. This Wayang story was chosen to introduce culture in Indonesia. In this material, students are given the opportunity to make scripts and play the characters with material that promotes tolerance, historical heritage, and how to introduce Indonesia to other countries through cultural activities. This P5 activity does not only involve class students with class teachers. However, it also involves parents, other class students, and other class teachers as collaborative learning. This activity has the spirit of preserving noble culture and fostering a sense of mutual respect for culture. This is in accordance with the opinion (Dewi and Putri 2022) which states that global diversity activities are able to foster behavior that is in accordance with Pancasila values so that they are able to respect differences, ethnic diversity, race, culture and language.



Figure 4. Mutual Cooperation Activities

The third dimension, working together in P5 activities is not only during student hours when working on problems in groups. But it is also carried out for environmental love activities. Clean active school activities are carried out without exception. Teachers and students jointly carry out greening and school cleaning activities which are carried out every

2 weeks. The school community is unified in carrying out this activity. While the parents of students were also enthusiastic in preparing snacks for this activity. This is an effort to strengthen the bonds of brotherhood in the school environment and as a form of tolerance between students of different ethnicities, cultures and religions. In building Indonesia, it is not only one or two people but together it must be done, the teacher said the activity was taking place. Another benefit of this activity is to keep the school environment beautiful so that the learning process is not only in the classroom but also the school yard or garden can be used as a learning facility. The benefits of mutual cooperation activities are being able to foster experience in participating in activities that involve colleagues and teachers. According to (Hardianti, Martati, and Afiani 2021; Hayati and Utomo 2022; Piesesa and Camellia 2023) this activity is able to increase the ability to work together spontaneously and have concern and share between friends.



Figure 5. Batik Activities

The fourth dimension, creative as an activity to provide motor skills (Irvan et al. 2020; Tawulo and Anhusadar 2022) carried out by students. This batik activity is a teacher's effort to introduce Indonesian heritage by utilizing natural materials that are environmentally friendly. Batik has various types and one of them is dyed batik or jumput batik. This activity is also an effort to train students' motor skills and creativity in making different batik patterns (Permana et al. 2021). P5 activities themselves occupy 20% as intra-curricular activities. Through this activity students are able to hone their motor skills in expressing ideas and ideas creatively with batik activities. This is in accordance with the opinion (Masitah, Fadilatul, and Lubis 2021) which states that batik activities are an effort to increase or develop student creativity.



Figure 6. Students Make a Garuda bird

The fifth dimension, critical reasoning is an effort to be able to independently solve problems conceptually, rationally, reflectively, independently thinking, open-minded, and confident when making decisions. P5 activities in critical thinking, namely students are given problems based on the Pancasila precepts and make works of forming eagles from cardboard provided by the class teacher. After the activity of making pictures is complete, students are given problems and alternately students provide answers, opinions, rebuttals, as well as criticisms and suggestions. This activity is carried out openly in the classroom. Several students independently expressed their opinions. Several elements are assessed during critical reasoning activities, namely focusing on making decisions, giving reasons based on facts, providing conclusions based on an analysis of existing facts, students being able to maintain a good thinking situation (not speaking harshly and passionately), students can explain well, students are able to re-examine according to the analysis that has been done. In critical reasoning activities it has benefits such as being able to understand the mindset/thoughts of other friends who have opinions, students are able to think creatively so that they have many ideas and have alternative answers, students have behavior that can be relied on in making decisions based on facts, having an independent attitude in dealing with problems, able to find new opportunities from any side. This critical reasoning activity can be carried out in class through question and answer activities, class/group discussions, being able to adapt with other friends, and literacy activities. Based on the discussion above through critical reasoning activities students are able to solve problems. Activities carried out both debate and question and answer are able to foster processes in analyzing and solving problems, this is in accordance with the opinion (Ernawati and Rahmawati 2022; Kibtiyah 2022).

The sixth dimension, independence has similarities with critical reasoning activities. However, at the time of research this independent activity was carried out during flag ceremony activities. This activity helps students to find their identity. In addition to ceremonial activities, there is also an independent attitude when doing assignments given by the teacher. There is no cheating behavior, doing homework independently, being able to be responsible for every activity, having the attitude of throwing trash in its place, preparing school supplies. The independent curriculum has a role as a forum for strengthening character education for students as a strategy to realize Pancasila students according to the ideas of the

Indonesian Minister of Education, Culture, Research and Technology Mr. Nadiem Anwar Makarim (Ismail, Suhana, and Zakiah 2020) (Faturrahman et al. 2022; Satria and Shahbana 2020).

Conclusion

The project to strengthen the “Profile Pelajar Pancasila” can provide a platform for teachers, students and parents to practice the Pancasila precepts. This activity also provides opportunities and opportunities for students to study in a pleasant environment, utilize the environment as a place of learning, learn more flexibly, be able to interact with friends between classes, between teachers, between parents of students or what we often call collaborative learning. This activity can make students become better individuals as a challenge in the SDGs era. With P5 activities, students get the provision of character education in accordance with the 6 P5 Dimensions, namely Faith, Fear of God Almighty, Global Diversity, Mutual Cooperation, Critical Reasoning, Independent, Creative.

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PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11
