

STRENGTHENING PANCASILA STUDENTS' PROFILE PROJECT: ITS IMPLEMENTATION IN DIGITAL ERA

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Abstract: This research aims to describe the implementation of strengthening Pancasila students' profile project (P5) in the Merdeka Curriculum in elementary school. This research used a qualitative approach. The type of research used is phenomenology. The subjects of this study were selected based on purposive considerations. The participants of this study were targeted representatives of principals, teachers, students, and the relevant communities. Data collection in this study was carried out using interviews, observations, and documentation. The data was collected based on the needs of the research topic, namely the implementation of strengthening Pancasila students' profile project (P5) in the digital era. The data of this study were analyzed using qualitative analysis techniques in the form of interactive analysis. The results of this study, SDN Sokowaten Baru has implemented P5. This can be seen from six dimensions of P5, namely 1) have faith, fear God Almighty, and have a noble character, 2) be independent, 3) work together, 4) have global diversity, 5) critical reasoning, and 6) be creative. This can be used as a reference in the implementation of P5, which in several schools is still trying to find the best pattern in its application in order to achieve the dimensions of P5.

Keywords: digital era; elementary school; independet curriculum; pancasila students' profil project

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INTRODUCTION

The learning crisis in Indonesia has been going on for a long time and has not improved significantly from year to year. Based on PISA scores (OECD, 2018), many students are unable to understand simple reading or apply basic mathematical concepts. PISA scores indicate that students' reading and math skills in Indonesia are below the minimum competence. This was exacerbated by the Covid-19 pandemic which resulted in learning loss.

As an effort to restore learning, the Ministry of Education, Culture, Research, and Technology issued a new curriculum, namely the independent learning curriculum. Kemendikbudristek provides three curriculum policy options that can be implemented by

education units in learning, namely the 2013 curriculum, the emergency curriculum, and the independent curriculum. So far, the independent curriculum in the form of a prototype has been implemented in 2,500 educational units incorporated in the Driving School and SMK Center of Excellence programs in 2021. However, starting in 2022, educational units that do not include driving schools are given the option to be able to implement an independent curriculum.

According to the Ministry of Education and Culture and Technology (2021), the independent learning curriculum has main characteristics to support learning recovery, namely: (1) character development through project-based learning, (2) focus on essential materials, and (3) flexibility in curriculum planning and preparation of lesson plans. Education units can implement an independent learning curriculum with three choices, namely independent learning, independent change and independent sharing. Independent learning means applying several parts and principles of the independent curriculum without replacing the curriculum of the educational unit that is being implemented; Independent change means implementing an independent curriculum using the teaching tools provided. While independent sharing means implementing an independent curriculum by developing various teaching tools yourself.

One component of the independent curriculum is the Pancasila student profile. The Pancasila student profile is designed based on the big question, namely students with what kind of profile (competence) the Indonesian education system wants to produce (Kemdikbudristek, 2022). The dimensions of the Pancasila student profile consist of: (1) having faith, devotion to God Almighty and having noble morals, (2) global celebrity, (3) working together, (4) independence, (5) critical reasoning and (6) creative. These dimensions show that the profile of Pancasila students does not only focus on cognitive abilities, but also attitudes and behaviors according to their identity as Indonesians as well as global citizens.

The profile of Pancasila students can be strengthened through intracurricular, extracurricular, co-curricular or with projects to strengthen the profile of Pancasila students (P5). In field implementation, there are various gaps related to P5 implementation. Because the independent curriculum is still new, many teachers do not understand the implementation of P5. One of the schools that has implemented P5 is the driving school. In DIY, there are several movers, one of which is SD Sokowaten Baru. This elementary school has been implementing P5 since 2022.

Research on P5 conducted by Santoso et al. (2023) shows that the project of strengthening Pancasila students can be carried out through literacy activities. Another study shows that P5 can strengthen students' character education. (Hamzah et al., 2022). Even though it has been implemented in various schools that implement the independent curriculum, the success of P5 is based on each school in the P5 implementation process, starting from design, management, assessment processing and reporting of results, as well as evaluation and follow-up as an effort to strengthen the character of students (Ulandari & Rapita, 2023).

A preliminary study conducted by researchers in August 2023 shows that Sokowaten Baru Elementary School has various activities to support P5. This research focuses on how P5 is implemented at Sokowaten Baru Elementary School which is explored through in-depth interviews, observations and documentation related to P5. Based on this, researchers are trying to research further about the implementation of the

project to strengthen the profile of Pancasila students, especially in the digital era so that it can broaden the insight of teachers in Indonesia.

METHOD

This research aims to describe the implementation of strengthening Pancasila students' profile project (P5) in Merdeka Curriculum in elementary school. This research used a qualitative approach of the phenomenological type. This research utilized actual lived experiences as the primary data of reality. This research was carried out in elementary in Yogyakarta that has implemented a Merdeka Curriculum in the school's academic program, namely SDN Sokowaten Baru, Yogyakarta. This research was conducted in the even semester of the 2022/2023 Academic Year. Therefore, the research will be carried out in August – September 2023. The subjects of this study were selected based on purposive considerations. The selection of informants used the criteria of knowledge and related competencies to implement strengthening Pancasila students' profile project in Merdeka Curriculum at the mover school in Yogyakarta, SDN Sokowaten Baru, Yogyakarta. The informants of this study targeted representatives of principals, teachers, students, and related communities.

Data collection in this study was carried out using interviews. In addition, the data obtained from the interview was also supported by data collection carried out through observation and documentation. The data was collected based on the needs of research topics, namely strengthening Pancasila students' profile project in Merdeka Curriculum . The data of this study were analyzed using qualitative analysis techniques. The technique chosen was the technique suggested by Miles & Huberman in the form of interactive analysis, which includes data collection, condensation, data presentation, verification, and conclusion. In addition, to ensure the validity of the data, this study triangulated the data.

RESULTS AND DISCUSSION

The project to strengthen the profile of Pancasila Students (P5) at Sokowaten Baru Elementary School was implemented through co-curricular activities. P5 is designed separately from intracurriculars. Curricular activities designed separately from intracurricular activities to strengthen efforts to achieve competency and character in accordance with the Pancasila student profile through themes and project management based on dimensions and phases (Irawati et al., 2022)

In the operational curriculum at SDN Sokowaten Baru, learning is designed to create Pancasila learning projects. Strengthening the Pancasila student profile is packaged in the main geography which is displayed in an integrated manner starting from grades 1, 2, 4 and 5. The time allocation for this activity is separate from the time allocation for intracurricular activities so that it does not reduce regular weekly activities . Apart from these two large projects, the dimensions of the Pancasila student profile were also developed in the intracurricular learning process in learning themes and subjects as well as extracurricular activities. Project-based learning to strengthen Pancasila craft products is aligned with local potential that is characteristic of educational units, learning operational achievements, can accommodate students' diverse interests and talents and is able to develop students' life skills.

In the student learning plan, some steps must be arranged regularly starting from identifying problems with trigger questions taken from contextual problems implementing the Pancasila student profile then designing projects collaboratively between teachers and students accompanied by an agreed sales program, after that, it continues into implementation. At the end, there is a presentation of the results which will be evaluated and then become a reflection for improvement. Projects designed collaboratively between teachers and students are proven to provide significant benefits for students, including students feeling happier and more motivated in carrying out projects according to their wishes.(Rachmawati et al., 2022)

In the academic year 2023/2024, project-based learning to strengthen Pancasila learning products at SDN Sokowaten Baru carries the implementation of Pancasila values. The project design begins by analyzing contextual problems that occur in everyday life and then determines the period in the form of written works of movement and art, entrepreneurial spirit, and the potential of natural resources and local culture around the educational unit. This project was developed by a class agreement with the guidance of the class teacher and subject teacher which was then carried out every week and evaluated at the end of the semester. Contextual problems are important to analyze before being included in the project design, so that learning is more meaningful for students (Mery et al., 2022)

In 2023/2024 academic year, the first project implemented in July is planned to be evaluated in December with the theme of local wisdom and sustainable lifestyles . In semester 2 , activities will be carried out in January 2024 and evaluated in June 2024 with the theme of entrepreneurship, local wisdom and a sustainable lifestyle which emphasizes the use of regional potential and culture in overcoming environmental problems around the school.

There are several themes offered in the P5 guidebook (Ulandari & Rapita, 2023). Education units can choose a minimum of two themes in one school year. In semester 1 of the 2023/2024 academic year, SDN Sokowaten Baru just chose two themes in preparing the Permata Project for the Pancasila profile as specified in the attachment to Ministerial Decree number 56 of 2022 , including: (1) sustainable lifestyle; (2) Local wisdom. In general, the following is a list of themes and activities carried out at SDN Sokowaten Baru in order to implement the project to strengthen the profile of Pancasila students.

Table 1. Project Activities for Strengthening the Profile of Pancasila Students at SDN Sokowaten Baru for the 2023/2024 Academic Year

Grades	Themes	
	Local Wisdom	Sustainable Lifestyle
IV	Drawing patterns (batik)	Ecobricks
V	Traditional dance	Weaving crafts

In table 1 it is explained that the Project Activities for Strengthening the Profile

of Pancasila Students at SDN Sokowaten Baru were carried out in classes IV and V based on the two themes that had been chosen. The theme of local wisdom is implemented in batik activities in class IV and traditional dance in class V. The theme of sustainable lifestyle is implemented in ecobrick activities in class IV and weaving crafts in class V.

On the theme of sustainable lifestyles, students understand the impact of human activities, both short and long term, on the continuity of life in the world and in the surrounding environment. Students also build awareness to behave and behave in an environmentally friendly manner, study the critical potential for sustainability that occurs in the surrounding environment and develop readiness to face and mitigate it. This happens because a sustainable lifestyle focuses on practices that support economic, environmental and social sustainability (Gilg et al., 2005). A sustainable lifestyle is a lifestyle behavior that is environmentally conscious and aware of the consequences of all the choices that have been made (Barr et al., 2011).

At Sokowaten Baru Elementary School, sustainable lifestyles are taught to students through ecobrick making and woven craft activities. Ecobricks are plastic bottles filled solid with non-biological waste to make building blocks, chairs, tables and so on. Ecobricks are a smart and creative solution to reduce plastic waste (Suminto, 2017).



Image 1. Ecobricks, materials for making tables, one of the implementations of a sustainable lifestyle theme

In Figure 1 we can see the results of the ecobricks made by the students. Before the activity took place, the teacher showed a learning video about ecobricks and their benefits in everyday life. This gives students an initial understanding of what ecobricks are and how they are made. Teachers build awareness that making ecobricks does not require special skills, and costs nothing, because it comes from daily consumption, can be done at any time, and can also be done together or individually while doing other daily activities, while filling time.(Suminto, 2017)

Apart from ecobricks, students are taught how to make woven crafts in various objects that can be used in everyday life. Weaving crafts are carried out in class V and produce rattan baskets and wall clocks from rattan.



Image 2 The results of woven crafts in the form of rattan baskets

Weaving crafts are part of the culture that humans have had since prehistoric times in order to meet the need for clothing and daily supporting equipment. (Surya & Mutmaniah, 2015) Until now, woven crafts are a form of craft that continues to be produced by some Indonesian people with characteristic shapes and various ornaments using materials available in nature, including bamboo, pandan, rattan and mendong. Weaving crafts are a small part of human physical needs. Weaving can be found in complementary needs as a household tool. In the kitchen we can find various woven crafts, including: aseupan (steamed), niru (nyiru), sieve, but perhaps they are no longer there.

A sustainable lifestyle is a way of life that minimizes negative impacts on the natural, economic and social environment. A sustainable lifestyle aims to preserve the planet, support human well-being, and ensure that limited natural resources can be used wisely so that they can be enjoyed by future generations. (Adiyanto et al., 2022). The sustainable lifestyle theme aims to introduce students to understanding the impact of human activities, both short and long term, on the continuity of life in the world and the surrounding environment¹. This theme also encourages students to develop environmentally friendly attitudes and behavior, as well as participate in environmental conservation and restoration efforts.

Next is local wisdom . Local wisdom is a human effort to use reason (cognition) to act and behave towards things, objects or events that occur in a certain space. (Pornpimon et al., 2014). Local wisdom activities involve students building curiosity and inquiry skills through exploring the culture and local wisdom of the surrounding community or area, as well as their development. Students learn how and why local communities or regions develop the concepts and values behind local arts and traditions, and reflect on what values they can take and apply in their lives.

Local wisdom is applied in class IV in the form of batik, and in class V in the form of dance.



Figure 3 Batik, as one of the implementations of local wisdom theme

Local wisdom-based learning is an approach that integrates local cultural values in the learning process. The aim of this approach is to preserve and develop local wisdom as part of the nation's identity, as well as to increase student interest, motivation and learning outcomes. Local wisdom-based learning can be applied to various subjects, including science, by utilizing learning resources in the surrounding environment. (Pornpimon et al., 2014)

Batik activities as the preservation of local wisdom are activities carried out at SDN Sokowaten Baru in a structured manner. The school calls professional batik teachers who have a master of arts background. Batik teachers and class teachers work together to design P5 activities systematically.

Implementation of P5 is part of efforts to realize character education in schools. P5 implementation guidelines have been provided by the Ministry of Education and Culture, Research and Technology and the Merdeka Teaching Platform. Teachers independently learn, utilize and modify available teaching tools to suit school conditions and readiness. (Inayati, 2022) Implementation of P5 at Sokowaten Baru Elementary School includes P5 design, management of P5, processing of assessments and reports on P5 results, as well as evaluation and follow-up.

Management is a process of action or implementation of P5. Basically, P5 management consists of 3 stages starting from initiating activities, optimizing project implementation and closing the series of project activities. P5 management at Sokowaten Baru Elementary School also begins with initiating project activities, optimizing project implementation and closing the series of project activities. SDN Sokowaten Baru closed the series of project activities with a work title and parade held in December.

CONCLUSION

Implementation of P5 at SDN Sokowaten Baru includes P5 design, P5 management, processing of assessments and reports on P5 results, as well as evaluation and follow-up. Management is a process of action or implementation of P5. Basically, P5 management consists of 3 stages starting from initiating activities, optimizing project implementation and closing the series of project activities. SDN Sokowaten Baru closed the series of project activities with a work title and parade held in December.

Project activities for Strengthening the Profile of Pancasila Students at SDN Sokowaten Baru were carried out in classes IV and V based on two selected themes. The theme of local wisdom is implemented in batik activities in class IV and traditional dance in class V. The theme of sustainable lifestyle is implemented in ecobric activities in class IV and weaving crafts in class V. The activities carried out cannot be separated from the use of digital technology in the form of learning videos. The use of learning videos has been proven to make it easier for students to understand the activities that will be carried out and what the benefits of these activities are. These activities are planned, implemented and evaluated systematically, so that they can become a reference for teachers in Indonesia.

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