
The Implementation of Strengthening Pancasila Student Profile's (P5) Project at SDN Parsanga I

Ali Armadi ^{1*}, Rate Seftinindias Dwi Kumala ²

^{1*,2} Pendidikan Guru Sekolah Dasar, STKIP PGRI Sumenep, East Java, Indonesia
aliarmadi@stkipgrisumenep.ac.id, rateseftinindias@gmail.com

DOI: <https://doi.org/10.21107/Widyagogik/v10i2.18572>

Received December 16, 2022; December 30, 2022; Accepted January 19, 2023

Abstract

Strengthening the Pancasila Student Profile's (P5) Project is one of the programs designed by the Ministry of Education and Culture that included in the independent curriculum. The main objective of implementing the P5 program is to create students with character and behavior in accordance with Pancasila. The approach used in P5 is project-based learning (PjBL). The purpose of this study is to describe the implementation of strengthening Pancasila student profile's (P5) project at SDN Parsanga I that is one of the sekolah penggerak in Sumenep Regency, including the flow of implementation, the chosen of theme or topic, dimensions, elements, sub elements, and the target objectives of Pancasila Student Profile. The results of the study shows that each series of activities in the implementation of P5 is able to train students to develop the dimensions of Pancasila students in aspects of critical thinking and faith, piety to God Almighty and noble character. Students are involved in the activities that build a links between various information, analyze, evaluate and conclude information. In addition, contextualization activities occur so that students are able to link the theme of survival with the problem of waste in the surrounding environment so that it can bring out the behavior of protecting the environment as a form of morals towards nature.

Keywords – Strengthening Pancasila Student Profil's Project (P5); Implementation; Elementary School



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1. Introduction

All educational units in Indonesia in 2022 will implement a new curriculum, namely the independent curriculum. The basic preparation of the independent curriculum is the implementation of education that is centered on the achievement of results, attitudes and skills of students. So that in the independent curriculum the focus is on learning outcomes (CP), providing learning opportunities for students, constructive learning, and holistic learning (Suryaman, 2020). In the independent curriculum it also focuses on delivering material and integrating it with the formation of student character, so that the main orientation is no longer ranking but more emphasis on developing talents and knowledge in students considering that each student has different characteristics (Marisa, 2021).

Before it enacted in all educational units, initially in 2021, the independent curriculum was a prototype curriculum or emergency curriculum during the Covid-19 pandemic. In other words, the independent curriculum is the curriculum that was fully implemented after the pandemic. Some of the principles in implementing the independent curriculum are simple, easy to apply, flexible, aligned, and mutual cooperation. So that the independent curriculum can be applied in all regions in Indonesia (Fitriyah & Wardani, 2022). The independent curriculum is synonymous with the term independent learning, so the emphasis on the independent curriculum lies in giving students freedom of thought and action in the learning process. Students are free to explore and express their ideas (Munawar, 2022).

The main characteristics in the independent curriculum are the development of students' abilities and character through project-based learning in accordance with the profile of Pancasila students or better known as the Project for Strengthening Pancasila Student Profiles (P5). In P5 it allows students to experience knowledge as an effort to strengthen character and use the surrounding environment as a means for learning (Buku Saku Serba-Serbi Kurikulum Merdeka Kekhasan Sekolah Dasar, 2022). Pancasila students can be

defined as lifelong students who have the competence and character according to the values contained in Pancasila. So that graduates are expected to be able to strengthen the noble values of Pancasila in accordance with national education goals.

There are 6 dimensions in the profile of Pancasila students namely Faith, Fear of God Almighty, Global Diversity, Mutual Cooperation, Creative, Critical Thinking, and Independent. It can be seen that these dimensions show that the purpose of implementing the Pancasila Student Profile is not only centered on students' cognitive abilities, but also emphasizes the attitudes and behavior of students according to their identity as Indonesians and citizens of the world. This is also related to the vision of education in Indonesia, namely to realize an advanced Indonesia that is sovereign, independent, and has personality through the creation of Pancasila Students.

The approach used in P5 is a project-based learning approach. However, the implementation of the project-based learning approach in P5 is different from the implementation in the classroom in formal learning. Because in P5 it allows students to study in informal situations, learning structures that are flexible, interactive, and also directly involved in the surrounding environment to strengthen various competencies in the Pancasila Student Profile (Profil Pelajar Pancasila, 2021).

The application of Pancasila student profiles in elementary schools is carried out in a flexible manner, in terms of implementation time and content. In the Ministry of Education and Culture Number 56/M/2022 concerning guidelines for implementing the curriculum in the context of learning recovery, from the aspect of project content it must refer to the achievements of the Pancasila student profile in accordance with the student phase, and does not have to be related to learning achievements in the subject. Meanwhile, from the implementation time, it can be carried out by adding up the allocated lesson hours for the project to strengthen the profile of Pancasila students from all subjects and the total implementation time for each project does not have to be

the same. So, it can be concluded that the school has full authority to regulate the allocation of time for implementing P5, provided that in 1 school year it is carried out at least 2 times.

The Implementation of the Project for Strengthening Pancasila Profiles at the Elementary School Level contains 5 themes, namely 1) Sustainable lifestyles, 2) Local Wisdom, 3) Unity in Diversity, 4) Technology Engineering, and 5) Entrepreneurship. Every elementary school is required to choose at least 2 themes to be implemented in one academic year. Schools can involve the local government in the P5 activities, so that the theme can be developed into a more detailed and clear topic according to regional conditions, culture and school environment. Each elementary school is also free to determine or choose a theme to be developed and implemented, which can be adapted to each class, generation or phase.

In the odd school year in 2022, it will be the second year for SDN Parsanga I in implementing the independent curriculum because the school has been using it since 2021 because it is included in the *sekolah penggerak* category. Motivator schools can be defined as schools that have a desire to progress towards better education in order to create output that is in line with national education goals so that all stakeholders in the school try to make it happen (Rahayu et al., 2022). Therefore the driving school is the first educational unit designated to implement the independent curriculum, because the driving school is considered a model school for other schools. So that other schools can make the *sekolah penggerak* a reference in implementing the independent curriculum.

With regard to the implementation of P5 in the independent curriculum in elementary schools, researchers are interested in conducting research on the implementation of strengthening Pancasila Student Profile's Project at SDN Parasanga I which is one of the driving schools in Sumenep Regency. Therefore, the purpose of this research is to obtain information and describe the implementation of P5 in the independent curriculum in these elementary schools.

2. Method

The research method is the approach used by researchers to obtain data and interpret data. The method used in this research is a qualitative research method. Qualitative research is a research method that focuses on the process of interpreting an event or data obtained during the research (focus on interactive processes, events) (Cohen et al., 2007). The type of research used is descriptive research, in accordance with the objectives to be achieved, namely to describe the implementation of strengthening the Pancasila Student Profile's Project which was carried out at SDN Parsanga I in Sumenep Regency.

3. Result and Discussion

Student Profile Pancasila is one of the programs designed by the Ministry of Education and Culture which is included in the independent curriculum to achieve the goals of National Education. In the activities of the Strengthening the Pancasila Student Profile Project (P5), it can make students involve themselves in an activity of exploring, interpreting, and digging up information to create various changes (learning) within themselves. This has implications for a more varied learning process (Wijayanti et al., 2022).

In the independent curriculum, there is a statement regarding the implementation of P5 which reads "Indonesian students are lifelong students who are competent, have character, and behave according to Pancasila values (Sufyadi et al., 2021). From the statement it can be understood that the implementation of P5 aims to 1) form students who have competencies in accordance with the 21st century revolution, who are superior, creative, productive, and have life skills; and 2) to form students who behave and have character according to the values contained in Pancasila. All of these objectives are closely related to the 6 dimensions contained in the Pancasila student profile as contained in the introduction.

P5 is a cross-disciplinary science learning designed so that students can make observations and determine solutions to problems that occur around

them by using a project-based learning approach (PjBL) implemented through intra-curricular programs in the classroom. So that students can learn in a different atmosphere (informal atmosphere), flexible, and interactive. Because the implementation of P5, especially in elementary schools, can be designed based on themes determined by the Ministry of Education and Culture. For the selection of themes, of course, it is adjusted in advance to each phase at the elementary school level in accordance with the P5 implementation guidelines.

Based on the results of interviews and observations, in the odd semester of the 2022/2023 academic year at SDN Parsanga I in Phase B, namely in class IV, they will carry out P5 with the theme of Survival. P5 is carried out through intracurricular activities, namely through the learning process, which is carried out as many as 39 activities, namely on Tuesday 3 JP (class hours) and on Thursday as many as 4 JP where each JP is allocated 35 minutes. The topic specified is "The Wasted, The Beloved". If added up, the total JP P5 in one semester, which was carried out at SDN Parsanga I, was 137 JP. This is in accordance with the regulations contained in the Guide to Curriculum Implementation in the Context of Learning Recovery (2022), that the time allotment for implementing P5 in grade IV Elementary School units is 252 JP or around 20-30% of the study load per year.

There is a team specially formed by the principal of SDN Parsanga I whose role is to plan, create project modules, manage projects, and to assist students in the Pancasila Student Profile Strengthening Project activities, consisting of 5 people. The criteria that can be included in the special team are teachers/educators who already have experience in implementing project-based learning, class teachers, and educators who have the skills to operate technology. Some of these considerations are determined by the school principal so that the implementation of P5 can be carried out properly through the team. This is also in accordance with the P5 Development Guidebook published by the Ministry of Education and Culture which states that the determination of the project facilitation team can be adjusted to the circumstances and needs of each

educational unit. This cannot be separated from the teacher's role in providing reinforcement, enthusiasm, and learning motivation so that it can make students interested in participating in every series of existing activities (Armadi & Zainuddin, 2021).

The dimensions contained in P5 activities in class IV (phase B) consist of 2 dimensions, namely the dimensions of Faith, Fear of God Almighty and Noble Morals, and critical thinking. The dimensions of the Pancasila Student Profile are important aspects that will be developed in students, so that these dimensions will become targets that must be achieved by students. Each dimension contains elements and sub-elements that correspond to the chosen theme and topic. The details of the dimensions and elements contained in P5 at SDN Parsanga I can be seen in table 1.1.

Table 1. Dimensions, Elements, Sub Elements, and Targets of Pancasila Student Professional Objectives

Dimensions	Elements	Sub Elements	Targets of Achievement at the End of the Phase
Faith, Fear of God Almighty and Noble	Morals Morales to nature	Protecting the Surrounding Natural Environment	Accustomed to understanding friendly and unfriendly actions environment and get used to behaving environmentally friendly
Critical Reasoning	Obtaining and processing information and ideas	Asking questions	Asking questions to identify a problem and confirm understanding of a problem about himself and his environment
	Analyzing and evaluating reasoning and procedures	Mentioning reasons for choices or decisions	Explaining relevant reasons and accurate in problem solving and decision making

The flow of P5 activities at SDN Parsanga I includes several stages, namely introduction, contextualization, action, reflection, and follow-up. At the introduction stage, the activities carried out were conveying information to students about the implementation of P5, teaching the chants of the P5 dimension, and explaining the benefits of implementing P5 for students. So that students have a real picture of the benefits of participating in P5 activities, and how to implement them.

The next activity is exploring the issue of waste by providing a video about the bad effects of waste on the environment, and students are asked to discuss the video that is shown. Students also get activities to get to know the types of waste through videos provided by the teacher, and students begin to identify the types of waste that exist in the school environment by inviting students to tour around the school environment and identify the waste they encounter, including organic or inorganic waste. In the final stage of the introduction activity, the teacher does an initial reflection about plastic waste by giving reflection sheets to students. The whole series of activities at the introduction stage allows students to have or even develop a dimension of critical thinking, because in practice students are invited to identify a problem that exists in their surroundings, and bring up initiative in students to ask questions related to the problems given in learning. This is in accordance with the opinion put forward (Nursalam & Suardi, 2022) which states that strengthening critical reasoning characters can be developed through activities of obtaining and processing information, solving problems experienced in learning, reflecting on thoughts and thinking processes to solve problems in learning, and make decisions to solve problems in learning with full consideration.

The next activity is contextualization. In this activity the teacher designs learning/extracurricular activities with the storytelling about plastic waste. For 5 consecutive meetings, the teacher prepared power points to be shown to students which contained types of plastic waste on earth. The teacher starts the lesson by giving a prologue about plastic waste and its uses. Then the teacher

does storytelling and students are asked to observe pictures/videos, after that a question and answer is carried out regarding the information on the use of plastic waste that students get from power point. Contextualization activities aim to help students find meaningful relationships between the material being studied and students' real lives (making meaningful connections) (Parhan, 2018).

In the contextualization activity, the activity focuses on connecting the P5 theme with students' daily lives about waste in the surrounding natural environment. So that it can bring up student initiatives to protect the surrounding natural environment in ways such as disposing of waste in its place, classifying waste according to its type, and turning waste into crafts that have benefits and selling power. This has an impact on the two dimensions achieved, namely the dimensions of Faith, Fear of God Almighty and Noble Morals, as well as the dimension of critical reasoning.

After the introduction and contextualization, the next activity is action. In these activities, the implementation of project-based learning is carried out which begins with determining project objectives and planning carried out by students and accompanied by teachers. Classes are formed into 5 equal groups, then each group is obliged to carry out interviews with resource persons to obtain information about plastic waste crafts. Each group is given the freedom to determine what type of crafts they will make and to whom they will conduct interviews. The goal is for students to find information on how to make crafts from plastic waste according to what they choose. The teacher conveys to students that in conducting interviews, they must prepare questions that will be conveyed to the source.

After students carry out interviews with informants in the field, then each group is asked to compile a report on the results of the interview about the tutorial on how to make the plastic waste craft they choose. The report must be presented by each group in turn, and other groups have the right to provide comments on what is presented. The role of the teacher as a facilitator is needed to accompany each stage contained in the action activity, to avoid

misconceptions about student understanding (Armadi & Astuti, 2018). The end result is that students create a product in the form of a craft from plastic waste.

In the process of creating works or products, students are required to be able to solve various problems they experience. Students can also acquire and discover their own knowledge through the activities carried out, and are able to develop the skills that exist within themselves (Kumala, 2022). Every week, each group is asked to convey the progress of the product they have made to the teacher. In addition to producing handicraft products from waste, students are also asked to make reports on the results of real actions about the plastic waste crafts they have made.

The final activity carried out in the P5 activity at SDN Parsanga I was an exhibition of plastic waste creations, as well as presenting how to make it to each exhibition visitor. Whereas in the reflection activity, students were asked to write down what they had obtained during the P5 activity (self-reflection) related to the waste management plan around the school, and about the use of waste around the house.

All series of activities carried out in P5 are included in the project module. Project modules can be defined as guidelines or references in carrying out activities that are arranged according to the stages of student development taking into account the themes and topics of the project, and are developed based on the dimensions, elements and sub-elements of the Pancasila student profile. According to Armadi & Ridwan (2021), preparation before conducting learning is very important to do so that effective and appropriate learning takes place. Project modules are structured based on the concept of project-based learning which is flexible in nature and can be adapted to conditions in each educational unit (Rizal et al., 2022).

The results and discussion should be presented in the same part, clearly and briefly. The discussion part should contain the benefit of the research result, not the repeat result part. The results and discussion part can be written in the same part to avoid the extensive quotation. Tables or graphs must present

different results. The results of data analysis must be reliable in answering research problems. References to the discussion should not repeat the references in the introduction. Comparisons to the findings of previous studies must be included.

4. Conclusion

Implementation of the Project to Strengthen the Pancasila Student Profile (P5) at SDN Parsanga I in class IV with the theme of Survival with dimensions of Faith, Fear of God Almighty and Noble Morals and critical reasoning. The Sustainable Lifestyle theme can make students understand the impact of human activities, on the continuity of life in the world and on the surrounding environment so that they can build awareness for students to act and behave environmentally friendly and apply a more sustainable lifestyle in everyday life. Held twice a week, namely on Tuesday (3 JP) and on Thursday (4 JP), provided that each JP the time allocation is 35 minutes. Implementation of P5 takes a long time so that in 1 semester at SDN Parsanga I it only takes place once. The P5 activity flow at SDN Parsanga I includes several stages, namely introduction, contextualization, action, reflection, and follow-up.

In each stage students can develop critical reasoning dimensions on the Pancasila student profile, because each activity carried out requires students to obtain and process information and ideas through the activity of asking questions and compiling them in the form of reports. In addition, the process directs students to analyze and evaluate reasoning and procedures by providing reasons for each choice or decision so that these activities are able to develop the dimensions of critical reasoning in students. So that students who have critical reasoning skills can make the right decisions based on information from various sources that are relevant and accurate.

As for the dimensions of Faith, Fear of God Almighty and Noble Morals, it can be developed through contextualization activities. Because in this activity there is a process of associating the chosen theme (survival) with the daily lives

of students, especially regarding the problem of waste in the environment. So that allows students to protect the surrounding natural environment, understand actions that are friendly and not environmentally friendly and get used to behaving in an environmentally friendly manner as a form of faith, and piety to God Almighty, especially morals to nature.

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