Implementation of the Project to Strengthen the Profile tf Pancasila Students in Driving Schools in Samarinda City

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ABSTRAK

Proyek Penguatan Profil Pelajar Pancasila (P5) merupakan upaya yang dilakukan oleh menerjemahkan tujuan pendidikan nasional dengan menggunakan enam dimensi yaitu: 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bergotong-royong, 4) berkebhinekaan global, 5) bernalar kritis, dan 6) kreatif. Penelitian ini bertujuan untuk mengetahui implementasi P5 di sekolah penggerak Kota Samarinda. Menggunakan metode kualitatif dengan mewawancarai secara mendalam terhadap kepala sekolah, guru, dan ketua proyek P5 di 5 Sekolah Penggerak. Hasil penelitian menunjukkan bahwa P5 telah diterapkan di sekolah penggerak dengan beragam tema dan pola. Tema yang sering digunakan adalah kearifan lokal, wirausaha dan gaya hidup berkelanjutan. Pelaksanaan P5 masih belum memenuhi tahapan pelaksanaan yang sesuai dengan pedoman P5 dan dilaksanakan dengan beberapa pola yang terintegrasi dengan pembelajaran maupun diluar pembelajaran. Evaluasi masih berfokus pada penilaian produk akhir bukan pada proses kegiatan.

ABSTRACT

The Project to Strengthen the Profile of Pancasila Students (P5) is an effort to translate the goals of national education into six dimensions, namely: 1) faith, devotion to God Almighty, and noble character, 2) independence, 3) cooperation, 4) global diversity, 5) critical thinking, and 6) creativity. This research aims to determine the implementation of P5 in Sekolah Penggerak Samarinda. Qualitative methods were used by conducting interviews with principals, teachers, and P5 project leaders in 5 Sekolah Penggerak. The research findings show that P5 has been implemented in Sekolah Penggerak with different themes and patterns. Common themes include local wisdom, entrepreneurship, and sustainable lifestyles. The implementation of P5 still does not follow the implementation stages according to the P5 guidelines and is implemented with different patterns integrated with and outside of learning. Evaluating continues to focus on assessing the final product rather than the working process.

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INTRODUCTION

The Independent Curriculum has changes that essentially aim to address previous educational problems. This curriculum is designed to develop the potential and competencies of students. It functions to develop potential through relevant and interactive learning processes (Khoirulrijal et al., 2022). Specific attention in this curriculum includes differentiated learning to accommodate students' abilities (Pitaloka & Arsanti, 2022), character development through co-curricular activities (Pratiwi et al., 2023), and developing students' interests and talents through extracurricular activities (Khusni Munadi & Matin, 2022).

One new practice in the Independent Curriculum is the Project to Strengthen the Profile of Pancasila Students (P5). It is an effort by the government to translate the goals of national education using six dimensions: 1) faith and devotion to God Almighty and noble character, 2) independence, 3) mutual cooperation, 4) global diversity, 5) critical thinking, and 6) creativity (Aditomo, 2022). P5 can be integrated with classroom learning or conducted separately in its implementation stage. This project involves collaboration between teachers and students. It includes six major themes to choose from: 1) sustainable lifestyle, 2) local wisdom, 3) unity in diversity, 4) mental and physical development, 5) engineering and technology, and 6) entrepreneurship (Directorate of Primary Education, 2021).

The planning process in schools involves forming a Pancasila Student Profile strengthening project team, identifying the readiness level of the educational unit, designing dimensions, themes, and time allocation, compiling project modules, and planning result reporting strategies (Kemendikbudristek, 2022). Schools have the flexibility to create projects based on their conditions and needs.

Observation results in several schools in Samarinda City show that there is still confusion in the field in the first and second years of P5 implementation. This is because the P5 program is relatively new and requires policy adjustments and stakeholder support. The Independent Curriculum is designed to be flexible with several implementation options in schools. Schools have the freedom to determine appropriate designs for P5 implementation.

Maruti et al. (2023) suggest that mentoring can improve the quality of P5 implementation in schools that have adopted the Independent Curriculum. The flexibility of the Independent Curriculum applies not only to formal schools but also to homeschooling programs (Salam, 2023). Therefore, according to the Independent Curriculum, schools need to pay more attention to technical preparations for successful P5 implementation.

Based on the above description, the researchers are interested in studying the Implementation of the Project to Strengthen the Profile of Pancasila Students in Driving Primary Schools in Samarinda City. The research questions are: (1) How is the P5 planning stage in driving schools? (2) How is the P5 implementation stage in driving schools? (3) How is the P5 evaluation stage in driving schools?

RESEARCH METHODS

The research approach used is qualitative with a descriptive evaluation method. Data collection methods include in-depth interviews with headmasters, teachers, and Pancasila Student Profile project leaders, with 15 informants. Observations and document tracking of P5 implementation in driving schools were also conducted. The driving schools refer to primary schools that have implemented P5 in the third year, consisting of five schools in Samarinda City: SD Al Firdaus, SDN 001 Sambutan, SDN 004 Sambutan, SDN 007 Sungai Pinang, and SDN 005 Samarinda Seberang. Data analysis was performed using Miles & Huberman's data analysis methods, starting from data condensation, data presentation, and drawing conclusions and recommendations (Huberman & Saldana, 2014).

RESULT AND DISCUSSION
Result
A. Planning Stage of P5 in Driving Schools

The planning stage of P5 starts with identifying themes and needs required for the program implementation. Themes and needs vary for each school based on the analysis conducted by the project team. The principals' perception of P5 planning includes:

> *"Determining the theme to be raised as the P5 project. Such as entrepreneurship, independence, local content, etc." (W01. KF)*

"Observing local issues to determine themes that support P5 and local government policies." (W01. K1S)

"Forming a team/committee, determining themes, compiling implementation modules, and harvest festivals." (W01. K4S)

"Forming the P5 team consisting of the head and class supervisors, then planning, sourcing materials, and scheduling." (W01. P1S)

Teachers and P5 project leaders' perceptions of P5 planning, based on interviews, are similar to principals. The planning begins with forming teams, holding meetings, conducting needs analysis, and determining themes. Interviews revealed:

"Planning usually involves meetings with the headmaster and subject teachers to determine themes, project titles, student numbers, media planning, and teaching materials." (W01. G5SS)

"Analyzing school needs based on community issues, such as limited planting areas necessitating hydroponic methods." (W01. P4S)

The planning stage involves two patterns: determining themes, forming teams, analyzing needs, and evaluation. If, based on the guidelines, the first pattern does not follow the guide but P5 can still be implemented effectively.

Determining P5 themes involves related parties such as teachers, parents, project leaders, class supervisors, and school committees. Interviews revealed:

"Coordinated and discussed with stakeholders like class supervisors, project leaders, headmaster, and school committee." (W01a. KF)

"All teachers from grades 1 to 6, parent associations, students, school committees, and the headmaster." (W01. G1S)

"Involved parties: teachers, students, and parents." (W02. P4S)

The implementation of P5 requires the involvement of other school members. Interviews showed that roles vary among stakeholders. Parents act as resource persons and funders if P5 needs are not included in the School Performance Budget Plan (RKAS). Teachers act as P5 facilitators and students as P5 subjects under teacher supervision. Subsequent stages include preparing modules and adapting phases according to P5 guidelines. Interviews revealed:

"Creating modules and adjusting phases in the P5 guide." (W02. KF)

"Formulating problems, creating learning flow, making teaching modules, then implementation." (W02. K1S)

"Preparing P5 modules and presenting to parent associations." (W01. GF)

Figure 1. Example of P5 Teaching Module for Driving Primary Schools

The preparation of this module is based on the analysis of class or student needs, so each school has different themes in implementing P5. Based on the analysis results above, it can be seen that the planning stages carried out by the schools meet the P5 planning stages, although the stages are not conducted sequentially. The themes frequently raised in P5 include local wisdom (culture), entrepreneurship, and sustainable lifestyles (environment).

B. Implementation Stage of P5 in Driving Schools

P5 implementation starts with planning followed by execution. Data shows the involvement of school members is crucial. Interviews revealed:

"P5 starts with initial communication to parents through students. Activities include planning, learning, and product creation." (W04. K1S)

"P5 is not only the responsibility of class teachers but all teachers, and it is not included in subject hours." (W04. K4S)

Parent involvement through communication and active participation is essential for school and community synergy. P5 implementation begins with planning, learning, and product creation, using modules and student worksheets (LKPD).

"After planning, we create P5 modules and worksheets. Students complete and present them in class for discussion." (W04. P5SS)

The theme determination stage is conducted through team meetings and needs analysis for the P5 implementation plan. These team meetings involve all parties participating in the P5 implementation. Meanwhile, the needs analysis is tailored to the issues present in the school, the abilities of the students, and the school's distinctive issues. Here are excerpts from interviews with informants:

"The theme raised from grades 1 to 6 is the same. It varies only in the theme, with entrepreneurship in the first semester and local culture in the second semester." (W04. KF)

"Adjusting to the existing theme at school, since we are an adiwiyata school, the P5 theme is related to a sustainable lifestyle. Everything is also related to the students' needs, the classroom environment, and the school." (W01. P5SS)

The major themes often raised in P5 implementation are entrepreneurship, environment, and culture. These themes are formed based on the school's needs and characteristics. According to the P5 guidelines, two themes will be selected per semester. This indicates a perception difference in schools that the same theme can be raised throughout the year. In the P5 implementation, students are at the center of learning and have greater activities. As stated in the interview results:

"Introducing the topic to students, contextualizing the problem, finding solutions, and then working on the project." (W04. P1S)

The time allocation for P5 implementation in Driving Schools varies. Some meet the JP requirements of P5, while others do not. The lowest time allocation for P5 implementation is 23 JP per year. Here are excerpts from interviews with respondents:

"The P5 time allocation for a year is 23 JP/year, including intra-curricular activities." (W05. P1S)

"126 JP are carried out on Fridays and Saturdays." (W05. P1S)

"The implementation time is either weekly or in a block system with 3 meetings per week, totaling 6 JP per week." (W01. G5SS)

"P5 implementation is done once a month from 07:30 to 09:00." (W02. GF)

Based on the above interviews, it can be seen that schools do not allocate the same amount of time. Out of five schools studied, only one allocates time according to the P5 guidelines. Different perceptions about schools' flexibility in managing their curriculum cause varied P5 implementations. Likewise, the techniques for implementing P5 differ in each school. Schools can implement P5 directly integrated into learning or with a block system. Here are excerpts from interviews with respondents:

"In one day, there are 8 subject hours, and maybe 2 hours of those can be for P5, placed either at the end, beginning, middle, or wherever. It can be every day like that or gathered in one full day, depending on the agreement at the meeting." (W05. P1S)

"The P5 schedule at school can be every day at the end of lessons or a full day, depending on the homeroom teacher who makes the schedule." (W05. P4S)

"P5 is allocated 8 JP per week. The system used can be the block model." (W05. P5SS)

The final stage of P5 implementation is the harvest festival. Some schools focus on conducting the harvest festival without assessing the implementation process. However, the assessment carried out in the independent curriculum is an authentic assessment, which aims to evaluate students' cognitive, psychomotor, and affective abilities. Here is an image of the final results from the harvest festival in one of the driving schools in Samarinda City:

Figure 2. Student Works on the Theme of Local Wisdom

Based on the data analysis above, it can be concluded that there are still differences in perceptions between teachers and among schools at the P5 implementation stage. The time allocation also varies between schools, with the majority of themes raised being entrepreneurship, environment (sustainable lifestyle), and culture (local wisdom). These perception differences between teachers and schools account for the diverse models of P5 implementation in schools.

C. Evaluation Stage of P5 in Driving Schools

The evaluation stage in P5 focuses on both the program evaluation and the learning evaluation of P5 in schools. Program evaluation assesses the entire P5 process from planning to evaluation. Learning evaluation is a part of the P5 implementation process, conducted by teachers to assess students during P5 activities. Interview data with headmasters provide the following insights:

"Program evaluation is divided into two: verbal and report card. Verbal evaluation includes coordination meetings with the school and parent association. It covers the evaluation of activities already carried out and planning for upcoming P5 activities." (W06. KF)

"The P5 evaluation process is running well. There are criteria for needing assistance, and the assessment is conducted formatively." (W06. K1S)

"Evaluation uses report cards to assess the P5 process. Initially, there was a misunderstanding where the final product (output) was evaluated. The evaluation should be done from the beginning of the project formation, throughout its implementation, until the end." (W06. K4S)

Based on the interviews above, it is clear that the evaluation from the headmasters' perspective covers the overall P5 program. Meanwhile, teachers focus on evaluating the final outcome or the harvest festival stage. Similarly, the P5 project leaders perceive evaluation as assessing the outcome or harvest festival. As seen in the following interviews:

"Evaluation is assessed based on the products produced and showcased at the bazaar (harvest festival). Each child is assessed according to the stages of their project creation." (W06. GF)

"In my opinion, this project activity has been successful, Alhamdulillah. The objectives of the project have been achieved." (W06. G5SS)

"Assessment and evaluation of the results that have been done so far use instruments such as rubrics and observations." (W06. P4S)

"After the P5 implementation, students usually fill out the sheets (instruments) provided and then report them." (W06. P4S)

"Yes, there is also a summative test at the end, followed by a formative test at the beginning." (W06. P5SS)

During the evaluation stage, schools still focus on assessing the final product. Report cards are used to evaluate the P5 implementation by students. This assessment stage has not yet employed appropriate instruments, such as character surveys, even though character is a main focus of the Pancasila Student Profile projects. Below is an example of a P5 report card in schools:
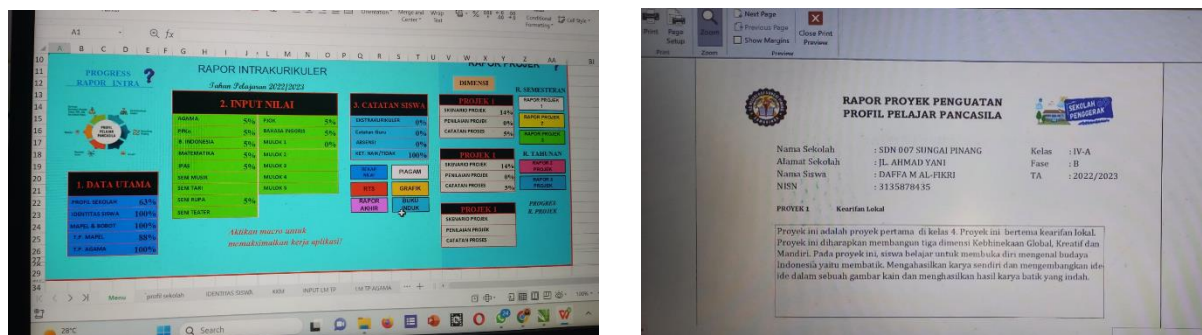

Figure 3. Example of a P5 Report Card in Driving Schools

P5 is fundamentally not just a project focused on the character development of students but also a highly meaningful program. If schools only focus on celebrating, the essence of P5 loses its significance. The results

of the P5 implementation evaluation will be used to determine the follow-up actions for the next P5 implementation. Here are excerpts from interviews with informants:

"Evaluation uses posters and exhibitions. The evaluation results will be continued for the following year, despite some shortcomings. However, cooperation with parents, students, and teachers has helped overcome these challenges." (W06. P1S)

Based on the evaluation results, schools can develop a follow-up plan for the program. This follow-up plan is a preliminary step for improvement and quality assurance in school education. Schools need to conduct a deeper analysis of the challenges and student needs to plan the next P5 activities.

Discussion
A. P5 Planning Stage in Driving Schools

Research findings indicate that there are two planning patterns at the planning stage. The first pattern begins with determining the theme, forming a team, analyzing needs, and evaluation. The second pattern also begins with determining the theme, forming a team, needs analysis, and evaluation. According to P5 guidelines, the planning stage involves forming a team, determining the theme, analyzing school readiness, implementation, and evaluation (Direktorat Sekolah Dasar 2021).

Another finding in the planning stage is the involvement of many parties, such as parents, teachers, students, the community, and others. Parents play roles as resource persons and funders if P5 needs are not included in the School Budget Plan (RKAS). This proves that community participation in education is essential and must be implemented in schools (Rusydi and Munawar, 2022). The community's role is related to educational financing and providing ideas and suggestions in schools (Pakniany, Imron, and Degeng 2020).

Further planning involves preparing modules based on the analysis of class or student needs, so each school has different themes in implementing P5. According to Saputra et al. (2022), P5 module preparation can be done through guided training, independent training, and intensive training (Saputra, Sukariasih, and Muchlis, 2022). This ensures that P5 implementation in schools can run smoothly.

B. P5 Implementation Stage in Driving Schools

Research findings at the implementation stage show that parental involvement in learning can be seen through parent communication and active participation in school activities. Effective communication can be achieved if the school principal can convey school activities to parents (Sahruddin 2022). The committee plays a crucial role in building communication with the principal (Sayuti 2022). Thus, synergy between the school and the community is a primary prerequisite for creating good educational provision.

Another finding at the implementation stage is the variation in themes and time allocations across different schools. Common themes in P5 implementation include entrepreneurship, environment, and culture. P5 themes are applied as one theme per year in schools, although the P5 guidelines recommend two themes per year. Schools use various time allocations, such as 26 JP/year, 126 JP/year, and 24 JP/month. This indicates differing perceptions in schools about the flexibility of theme and time allocation within a year. Variations in perceptions about the flexibility in managing the school curriculum lead to diverse P5 implementation models in schools. From a negative perspective, continued perception differences can hinder P5 implementation in schools (Maharani, Istiharoh, and Putri, 2023). On the positive side, schools effectively apply school-based management. However, guidelines should serve as technical instructions, establishing minimum standards for curriculum implementation in schools (Renoldi, 2018).

In P5 implementation, students are the center of learning, engaging in more activities. Student-centered learning allows students to increase active participation and creativity (Septikasari and Frasandy 2018) and can improve learning outcomes (Meilani, Dantes, and Tika, 2020). At the implementation stage, schools focus on the harvest festival without evaluating the P5 implementation process. The evaluation in the independent curriculum is authentic, assessing students' cognitive, psychomotor, and affective abilities. Using performance or harvest festivals as assessment media is one way to evaluate students' abilities (Pangestuti 2022).

Data analysis suggests that differences in perceptions between teachers and schools lead to varied P5 implementation models. Time allocations also vary, with major themes being entrepreneurship,

environment (sustainable lifestyle), and culture (local wisdom). These perception differences explain the diverse P5 implementation models in schools.

C. P5 Evaluation Stage in Driving Schools

Research findings on the evaluation stage of P5 focus on program evaluation and learning evaluation in schools. P5 is not just a project aimed at character development but also a meaningful program. If schools only focus on celebrating, P5's essence is lost. Evaluation is an effort to gather information as a basis for policy decisions (Khairiah, Hasanah, and Pertiwi 2022). Utami's research suggests that evaluating the Pancasila Student Profile reinforcement program should consider input and process aspects, focusing on strategy planning, scheduling, process assessment, budgeting, and active participation of the school community, especially teachers and students (Utami and Hariyati 2023).

Evaluating P5 as a major school project can use more measurable and valid methods, rather than just school evaluation meetings. Using comprehensive methods like CIPP can help schools make decisions, assess program success, and enhance program quality (Nurhayani, Yaswinda, and Movitaria 2020). Evaluation results can help schools plan the next steps for P5. Schools need to analyze student challenges and needs to plan subsequent P5 activities. A simple strategic analysis is essential for schools to make informed decisions (Ramadhan et al. 2023).

CONCLUSION

The planning stages carried out by schools meet the P5 planning criteria; however, the steps are not sequential. The themes commonly highlighted in P5 are local wisdom (culture), entrepreneurship, and sustainable lifestyles (environment). Theme determination in schools involves various stakeholders and is tailored to the school's needs.

In the implementation stage of P5, there are still differences in perceptions among teachers and between schools. Time allocations also vary between schools, with the predominant themes being entrepreneurship, environment (sustainable lifestyle), and culture (local wisdom). These differing perceptions among teachers and schools lead to diverse P5 implementation models.

In the evaluation stage, P5 is still primarily focused on the final outcomes or products produced by students during the harvest festival. There has not yet been a holistic program evaluation aimed at enhancing the quality of the P5 program. Given that P5 focuses on the development of student character, appropriate evaluation instruments are needed to assess the achievement of the P5 character dimensions in schools.

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