

## The Implementation of the Pancasila Learner Profile Strengthening Project in Grade V of SDN Marabahan 3 in the Academic Year 2023/2024

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**Abstract.** This project to strengthen the Pancasila Student Profile is carried out by considering the dimensions of the Pancasila Student Profile, which serve as competency standards in the "Merdeka" curriculum. Marabahan 3 State Elementary School is one of the schools implementing the "Merdeka" curriculum and conducting project-based activities. However, some teachers still do not fully understand the project for strengthening the Pancasila Student Profile comprehensively. The purpose of this study is to examine the planning, implementation, and evaluation of the Pancasila Student Profile Strengthening Project at Marabahan 3 Elementary School. This study uses descriptive qualitative research methods, with data collection techniques in the form of interviews, observations, and documentation. The data analysis technique follows Miles and Huberman's model, which includes data reduction, data display, and conclusion drawing/verification. The results of this study indicate that the implementation of the Pancasila Student Profile Strengthening Project in grade V at Marabahan 3 Elementary School for the 2023/2024 academic year involves: (1) Project planning by forming a facilitator team, identifying the school's readiness level, determining themes, dimensions, and time allocation, developing project modules, and creating reporting strategies. (2) The execution of activities begins with preparation, including coordination with the principal, discussions with colleagues, socialization with parents and students, creating evaluation instruments, and preparing tools and materials. The implementation phase includes introducing traditional food topics, exploring information on traditional Banjar foods, discussing potential products with teachers and students, taking action to create a product, and reflecting on the process. (3) In the evaluation phase, teachers conduct direct observations using evaluation instruments to measure the achievement of the targeted Pancasila Student Profile dimensions: global diversity, collaboration, and creativity.

**Keywords:** implementation, Pancasila Student Profile Strengthening Project

### 1. Introduction

Essentially, education should equip students with a higher level of understanding of knowledge, behavior, and character. Education is, of course, implemented through a curriculum that is the spearhead of education. In 2019, there was a curriculum change to an Emergency Curriculum. This curriculum overhaul was caused by gaps in learning, skills, and personality, as well as differences in learning across regions.

The trial results of the emergency curriculum showed that 31.5% of schools wanted to use the emergency curriculum and learning loss became less significant (MendikbudRistik, 2022). This emergency curriculum was also adapted and improved, leading to the birth of the Independent Curriculum. The Ministry of Education, Culture, Research, and Technology (MendikbudRistik, 2022), Nadiem Makarim, launched the Independent Curriculum on February 11, 2022, online. This independent curriculum will subsequently be formally implemented at the elementary and secondary school levels in accordance with the Minister of Education, Culture, Sports, Science, and Technology Regulation Number 56.

The Merdeka Curriculum is a simpler and more flexible curriculum designed to support the recovery of learning loss due to the COVID-19 pandemic. The Merdeka Curriculum focuses on the development of students' character through the concept of the Pancasila Student Profile. The character

traits of the Pancasila Student Profile are derived from the objectives of Indonesia's national education.

Based on the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Decree Number 262/M/2022, the curriculum structure in primary and secondary education is divided into two main activities: intracurricular learning and the Pancasila Student Profile strengthening project. The intracurricular learning activities for each subject are aimed at achieving learning outcomes. Meanwhile, the Pancasila Student Profile strengthening project is designed to reinforce efforts in achieving the Pancasila Student Profile, which refers to the Graduation Competency Standards.

Intracurricular learning refers to regular and scheduled activities based on the subject content. On the other hand, the Pancasila Student Profile strengthening project is a cocurricular activity aimed at reinforcing and deepening the achievement of the Pancasila Student Profile, which is developed based on specific themes that have been established. This project is not aimed at achieving certain learning outcomes, as the Pancasila Student Profile strengthening project is not bound by the context of specific subjects.

The Pancasila Student Profile strengthening project is an activity that is organized and planned with objectives related to strengthening the character of the Pancasila Student Profile in Indonesian students. The Pancasila Student Profile represents the character and competencies that are developed and embodied in Indonesian students through the educational institution's culture, intracurricular learning, Pancasila Student Profile strengthening projects, and extracurricular activities. The character referred to here is the one that aligns with the values of Pancasila.

The Pancasila Student Profile strengthening project has become a flagship program within the Merdeka Curriculum. This project is introduced to foster the development and reinforcement of the Pancasila Student Profile character in students through project-based learning related to the values of Pancasila. The project was created when education practitioners and educators realized the importance of learning processes that are directly connected to students' daily lives. This reasoning aligns with the philosophy of Ki Hajar Dewantara, who emphasized the importance of learning beyond the classroom so that students not only acquire knowledge but also experience it firsthand.

Through this program aimed at strengthening the Pancasila Student Profile, students are encouraged to actively contribute to their environment and become capable, intelligent, and well-rounded learners who embody the Pancasila Student Profile. Based on this, the implementation of the Pancasila Student Profile strengthening project is considered essential to be applied in every educational unit.

Based on monitoring conducted by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) in the implementation of the School Movement Program (Sekolah Penggerak) and the Center of Excellence Vocational High Schools (SMKPK), nearly all schools have implemented the Pancasila Student Profile strengthening project. However, there are still some challenges in its execution. One such challenge is teachers attempting to link this project to the intracurricular subject content and facing difficulties in understanding the assessment for project-based learning. Similar findings have been identified in previous research by Yeni Fitriya and Adiyani Latif, where the Pancasila Student Profile strengthening project still faces misconceptions, particularly in its implementation in the learning process. One common misconception is the difficulty in distinguishing between project-based learning models and the Pancasila Student Profile project itself.

Elementary schools in the Marabahan area have already implemented the Merdeka Curriculum and are running the Pancasila Student Profile Strengthening Project. However, some of these schools are still facing challenges in fully optimizing the implementation of the project due to several factors. Based on observations at SDN Marabahan 3, the factors that contribute to the suboptimal implementation of the Pancasila Student Profile Strengthening Project include the class teachers not fully understanding the Merdeka Curriculum, especially the Pancasila Student Profile Strengthening Project. Teachers also face difficulties in selecting project themes and determining how to assess the project.

Based on this analysis, the researcher is interested in conducting a study titled "Implementation of the Pancasila Student Profile Strengthening Project in Grade 5 at SDN Marabahan 3 for the 2023/2024 Academic Year." This research is considered important because the Pancasila Student

Profile Strengthening Project is an innovative approach in the field of education. The study is necessary to provide a more detailed description of how the implementation of the project unfolds, from planning and execution to evaluation. It is hoped that this research will serve as a good practice example that can enhance understanding of the implementation of the Pancasila Student Profile Strengthening Project, both for the researcher and for other educational institutions. Additionally, this study is expected to be a useful reference for other schools in adopting similar projects.

The researcher chose SDN Marabahan 3 (Elementary School) as the research location based on the decision of the Head of the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology, Decree Number 044/H/KR/2022, regarding educational units implementing the Merdeka Curriculum in the 2022/2023 academic year. SDN Marabahan 3 was designated as one of the schools implementing the Merdeka Curriculum under category 2, which is "independently changing."

Based on initial observations and interviews with the Acting Principal of SDN Marabahan 3, the implementation of the Pancasila Student Profile has been integrated into various activities at the school, including school culture, intracurricular, extracurricular, and cocurricular activities. An interview with the Grade 5 homeroom teacher regarding the implementation of the Pancasila Student Profile Strengthening Project in the odd semester of the 2023/2024 academic year revealed that the project has already been carried out, with the theme of the project being "Sustainable Lifestyle" throughout the semester. Activities are conducted every Saturday, and the theme is developed into several diverse activity topics.

## **2. Methods**

The research method used in this study is a descriptive method with a qualitative approach. The purpose of this research is to describe the stages of planning, implementation, and evaluation of the Pancasila Student Profile Strengthening Project at an elementary school in Barito Kuala Regency.

### **1. Subjects and Research Location**

The subjects of this research are the school principal and the Grade 5 teacher at SDN Marabahan 3. This study is conducted at SDN Marabahan 3.

### **2. Data Sources**

The data used in this research are as follows:

- a) Primary Data: This data is obtained from the school principal and one teacher.
- b) Secondary Data: This data includes books, supporting documents, journals, or articles related to the implementation of the Pancasila Student Profile Strengthening Project.

### **3. Data Collection Procedures**

The data collection techniques used in this research are observation, interviews, and documentation.

#### **a) Observation**

In this research, the researcher directly observes the implementation of the Pancasila Student Profile Strengthening Project.

#### **b) Interviews**

In this study, the researcher conducts interviews with the sources to gather information about the implementation of the Pancasila Student Profile Strengthening Project through a set of pre-designed questions.

#### **c) Documentation**

In this research, the documentation used includes photographs and supporting documents as appendices. In addition, the researcher also collects data in the form of notes or records from the school related to the implementation of the Pancasila Student Profile Strengthening Project.

#### **1) Data Analysis Techniques**

Data analysis in this study is conducted using the Miles and Huberman model, which involves three steps in analyzing the data: Data Reduction, Data Display, and Conclusions Drawing/Verifying.

## 2) Data Validity Testing

The data validity testing in this study is conducted using the triangulation model. In this research, triangulation is applied through technique triangulation, where the researcher uses different data collection techniques to obtain data from the same sources. The techniques used in this study include observation, interviews, and documentation.

## 3. Results and Discussion

### *Results*

#### 1. Planning Stage

At SDN Marabahan 3, the planning of the P5 project for Grade 5 is carried out in a thorough and structured manner, involving the school principal, teachers, and students. The project design is tailored to meet the needs of the students and aligns with the dimensions of the Pancasila Student Profile: global diversity, mutual cooperation, and creativity. Each project includes objectives, implementation steps, evaluation, and follow-up plans. There are 5 stages in the planning of the Pancasila Student Profile Strengthening Project as follows:

##### a. Formation of the Facilitator Team

The P5 facilitator team has not yet been fully established at this school, as SDN Marabahan 3 is not yet a "Sekolah Penggerak" (Driving School). However, the class teacher and supporting teachers act as facilitators after participating in various training sessions related to the Merdeka Curriculum, including workshops, teacher working groups (KKG), professional development courses (diklat), and the Merdeka Mengajar platform.

##### b. Readiness of the Education Unit

SDN Marabahan 3 is at the developing stage in the implementation of the P5 project, as indicated by the teachers' basic understanding of project-based learning and community involvement. The school also receives full support from the school principal and relevant external parties to enrich the implementation of the project.

##### c. Selection of Dimensions, Themes, and Time Allocation

Two themes were established for the project-based learning throughout the year: sustainable lifestyle in the first semester and local wisdom in the second semester. The local wisdom theme includes projects related to traditional foods, such as "Hintalu Karuang." Time allocation for the project activities is scheduled every Saturday, separate from intracurricular and extracurricular activities.

##### d. Development of the Project Modul

The modules used have not been developed independently by the school but are adopted and modified from the modules available on the Merdeka Mengajar Platform to better suit the needs of Grade 5 students at SDN Marabahan 3.

##### e. Project Reporting Strategy

The results of the project are reported in the form of a special P5 report card, which is filled out based on observations during the project activities and delivered at the end of the academic year. This P5 report card is separate from the students' regular academic report cards and provides a comprehensive assessment of the students' involvement and development in relation to the Pancasila Student Profile aspects.

#### 2. Implementation Stage

##### a. Preparation Stage

In this stage, various preparation activities were carried out to ensure the smooth running of the project, including:

1. Coordination with the School Principal: The teacher coordinated with the principal regarding the traditional food-making activity for "Hintalu Karuang." The principal was very supportive of this activity.
2. Discussion with Colleagues: Discussions were held to involve other teachers in the project. However, most colleagues were unable to participate due to certain reasons.

3. Socialization with Students' Parents and Students: The teacher conducted socialization efforts to gain support from the students' parents. Some parents were even willing to become resource persons for the activity. The students also showed high enthusiasm for the project.
  4. Development of Evaluation Instruments: Evaluation instruments were created to monitor the implementation and achievement of the Pancasila Student Profile dimensions, specifically in the areas of global diversity, mutual cooperation, and creativity.
  5. Preparation of Tools and Materials: Discussions between the teacher and students were held regarding the preparation of tools and materials for making "Hintalu Karuang." Tools were available at the school, while materials were brought by the students in groups.
- b. Implementation Stage

The project implementation was scheduled every Saturday and carried out in four sessions:

1. First Session (April 20, 2024): The teacher opened the activity by introducing the topic of traditional Banjar foods. Students were given homework to interview relatives about traditional Banjar foods.
2. Second Session (April 27, 2024): Students presented the results of their interviews about various traditional Banjar foods. The teacher then asked the students to gather additional information about "Hintalu Karuang" and "Kakoleh."
3. Third Session (May 4, 2024): Students were divided into groups and chose "Hintalu Karuang" as the dish they would make for the project. The teacher guided the students to work collaboratively in their groups, which supported the development of collaboration and appreciation for diversity.
4. Fourth Session (May 11, 2024): Students, together with the resource persons, made "Hintalu Karuang." This process required cooperation and creativity, as the students worked together to form the dough and decorate the final product using pandan leaves. The activity concluded with a reflection, motivational talk, and joint cleanup of the tools and materials.

### 3. Evaluation Stage

In the evaluation stage of the Pancasila Student Profile Strengthening Project (P5), the evaluation was conducted using instruments consisting of a project implementation instrument and an achievement instrument for the Pancasila Student Profile. This evaluation involved observations during and after the project activities. Grade 5 teacher, Mrs. Tanty Sulastri, explained that the evaluation instruments included both observational assessments and rubrics for measuring the achievement of the Pancasila Student Profile, which were used as references for filling out the project report cards.

The monitoring instrument for the project's implementation, which was distributed via Google Form, showed positive results, with an average implementation score of 84.4%. Students appeared enthusiastic, and in some activities, all students were present and actively participated.

The evaluation results of the achievement of the Pancasila Student Profile across three dimensions—Global Diversity, Mutual Cooperation, and Creativity—indicated that the P5 program was successful in improving students' understanding in these areas. Below is a summary of the evaluation results by dimension:

- a) Global Diversity Dimension: Students showed an achievement rate of 94%, with 32 students progressing and 2 students not yet progressing. Students demonstrated the ability to work together in groups without discrimination, respecting differences, and listening to their peers' opinions.
- b) Mutual Cooperation Dimension: The achievement rate was 82%, with 28 students progressing and 6 students not yet progressing. Students displayed good collaboration within their groups, actively contributed ideas, and maintained communication.
- c) Creativity Dimension: The achievement rate was 82%, with 28 students progressing and 6 students not yet progressing. Students showed creativity by trying new things in the project, such as ensuring consistency in the shapes of the traditional food.

Based on these evaluation results, it can be concluded that the P5 program was successful in strengthening the Pancasila Student Profile among the Grade 5 students. The students showed improvement in teamwork, respect for diversity, and creativity during the project activities.

### **Discussion**

#### **1. Project Planning Stage for Strengthening the Pancasila Student Profile**

Based on interviews, observations, and documentation (SK Tim Fasilitator Nomor: 422/093/SD-07/2023), the planning stage of the Pancasila Student Profile Strengthening Project (P5) for Grade 5 at SDN Marabahan 3 in the 2023/2024 academic year showed that the school principal formed a facilitator team through a teacher's meeting, involving all teachers (classroom teachers, religious teachers, and physical education teachers). Each facilitator in their respective class was responsible for planning, implementing, and evaluating the project.

During the formation of the facilitator team, collaboration between classroom teachers, religious teachers, and supporting teachers was essential, as well as identifying student readiness. This is in line with the guidelines from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), which states that the facilitator team plays a role in planning, implementing, and evaluating the project profile according to the needs of the school (Aditomo, 2022:23). The formation of the team also supports Khusnul Wardan's theory, which emphasizes the teacher's responsibility in the cognitive, affective, and psychomotor development of students (Wardan, 2019: 108).

The next stage is identifying the readiness level of the education unit. SDN Marabahan 3 is at the developing stage in implementing the P5 project, as the school already has a project-based learning system supported by teachers' understanding and involvement from external parties, in accordance with the project profile strengthening (Aditomo, 2022:27).

For planning dimensions, themes, and time allocation, the theme "Sustainable Lifestyle" was chosen for the first semester and "Local Wisdom" for the second semester. These different themes provide students with the opportunity to study various aspects. The project is conducted every Saturday, although adjustments are sometimes made. The local wisdom theme, focusing on traditional foods, aims to introduce local culture to the students. The selection of project modules from the government via the Merdeka Mengajar Platform (PMM) allows teachers to adjust the materials to meet students' needs (Aditomo, 2022: 42).

Furthermore, the project reporting stage is prepared. Teachers use rubrics to assess project implementation and the achievement of the Pancasila Student Profile, focusing on the dimensions of global diversity, mutual cooperation, and creativity. The project report card is given at the end of the semester.

#### **2. Project Implementation Stage for Strengthening the Pancasila Student Profile**

The project implementation took place after thorough planning, with coordination between teachers, the school principal, peer discussions, socialization with students' parents and students, as well as the preparation of evaluation instruments and materials. These stages are supported by Nadjib's theory on the importance of collaboration and communication skills (Nadjib, 2023.) and Wena's emphasis on instructions regarding material preparation for students (Wena, 109).

During the implementation, activities began with an introduction to traditional foods, discussions, group selections, making the traditional food "Hintalu Karuang," reflection, and evaluation. The activity flow followed the stages of "Discover," "Imagine," "Do," and "Share," in line with the guidelines for the Pancasila Student Profile Strengthening Project (Aditomo, 2022:71). Students had the opportunity to share their work with their teachers and peers, and received feedback.

#### **3. Evaluation Stage for Strengthening the Pancasila Student Profile**

The evaluation was conducted to measure students' achievements and the realization of the Pancasila Student Profile dimensions. Teachers used observations during the project and evaluation rubrics covering the dimensions of global diversity, mutual cooperation, and creativity. According to the Ministry of Education's guidelines, variations in assessment instruments are recommended (Aditomo, 2022:101).

However, the evaluation at SDN Marabahan 3 used a "yes/no" format, which differs from the Ministry's recommendation of using a "developing" phase. Despite this discrepancy, the project was still successful in instilling Pancasila values in students, as reflected in their attitudes toward respecting differences and their increased creativity.

#### 4. Conclusion

Based on the research findings, the following conclusions can be drawn:

1. Planning: The school formed a facilitator team consisting of the classroom teachers, religious teachers, and supporting teachers. SDN Marabahan 3 is at the "developing" readiness level. The project themes include sustainable lifestyle (odd semester) and local wisdom (even semester), with a weekly time allocation (Saturday). The project module includes objectives, tools, steps, and assessments.
2. Implementation: The implementation began with preparations through coordination, discussions, socialization, and the preparation of tools and materials. The activities included introducing traditional foods, gathering information, discussions, practical work in making "Hintalu Karuang," and reflections.
3. Evaluation: The evaluation was conducted through observations and monitoring instruments. The evaluation results show positive development in students, with achievement in the dimensions of global diversity (94%), mutual cooperation (82%), and creativity (82%).

#### 5. Suggestions

Based on the research findings, the following suggestions are proposed:

- a. To the School: Enhance educators' competencies related to the Merdeka Curriculum and aim to become a driving school that can set an example for other schools. Encourage closer collaboration between teachers and parents to increase parental participation in education.
- b. To the Teachers: Continue to develop a deeper understanding of the Merdeka Curriculum. When preparing evaluation instruments for projects, it is advisable to include a comprehensive developmental phase of students, rather than relying solely on a yes/no approach, to provide more in-depth feedback.
- c. To the Students: It is encouraged that students continue to develop their creativity and improve cooperation in projects, making these activities more meaningful and enjoyable.
- d. To Other Researchers: This research can be further expanded by focusing on evaluation instruments or the challenges teachers face in implementing the Pancasila Student Profile Strengthening Project.

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