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Implementation of the project to strengthen the profile of pancasila students in primary schools

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ABSTRACT

This research aims to analyze the implementation of the Pancasila Student Profile Strengthening Project Program (P5) at SDN 006 Air Molek Satu. A qualitative approach is used in research using observation, interviews and documentation as data collection techniques. The data that was collected was analyzed through a series of stages, including data reduction, data presentation, and verification, with the aim of producing conclusions based on the findings during the research. The results of the research show that the implementation of the Project for Strengthening the Profile of Pancasila Students at SDN 006 Air Molek Satu includes several activities, namely starting from the formation of a team of facilitators. Where the facilitator is formed by the principal as the person in charge while the class teacher becomes the facilitator between phases, then identifying school readiness by preparing modules. and expenditure tools, then selecting character dimensions, determining themes, time planning, carrying out assessments. The assessment is carried out through assessing the development of the dimensions of the Pancasila student profile and assessing product results. The results of the evaluation and project carried out show that the development of the dimensions of the Pancasila student profile in class I, II, IV, V in the dimensions of Faith and Devotion to God Almighty and having noble morals has reached the level of development according to expectations, in the dimension of mutual cooperation on average. reached a highly developed level, and in the creative dimension the average was at a developed level according to expectations. However, in this implementation, there were also activities that were not optimal at SDN 006 Air Molek Satu, namely in the module preparation section. In this activity the teacher has not been able to develop modules in a sustainable manner, the modules used are still taken and adapted from the internet and the PMM platform, this is due to the teacher's lack of understanding in developing project modules. This research is important to carry out because in the era of the independent curriculum there is more emphasis on P5 activities as an effort to instill the dimensions of the Pancasila student profile in students so that it can have a positive impact on the world of education.



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Introduction

Based on the results of a pre-research interview with a class teacher named Mrs. RS, she stated that SDN 006 Air Molek Satu had implemented P5 activities. P5 activities are carried out by practicing the Pancasila student

profile through various exercises such as project-based learning and habituation exercises. Commonly used habituation exercises include praying, reading the Koran, participating in work together on Saturdays, and showing respect for each other to teach moral principles consistent with Pancasila beliefs. In addition, this program is carried out through learning through projects. For example, students are asked to prepare typical food from Riau Province with the topic of local wisdom, make crafts from used items such as wall hangings, tissue holders with a sustainable lifestyle theme. Through project-based learning, students will learn how to collaborate, respect, be responsible, and love their country to embrace cultural diversity.

The P5 activity was carried out as an effort because there are still many students who have not been able to apply good cooperation in learning, students still have an individualistic attitude and lack of instilling an attitude of mutual cooperation in themselves, it was also found that students did not know the characteristics of the area where they live and still do not know existing cultural diversity. For this reason, one of the efforts made by the school is to plant a project to strengthen the profile of Pancasila students (P5). With P5 activities, students can behave more in accordance with the 6 dimensions of the Pancasila student profile.

However, Mrs. RS also stated that when implementing the Pancasila student profile, there were still several obstacles experienced by teachers, namely teachers had difficulty adapting the project theme to the dimensions that would be integrated with students, the large number of existing dimensions made it difficult for teachers to integrate them with the existing project. designed further, teachers also have difficulty in designing structured P5 activities. Where the teaching modules that are created are simply copied and pasted at all class levels, the teachers have not been able to develop more structured teaching modules.

The purpose of this research was to describe the implementation of the Pancasila Student Profile Strengthening (P5) Project Program at SDN 006 Air Molek Satu. This research is in line with several previous studies, namely research presented by (Nuraini, 2023; Isnaini, 2020) which emphasizes that the implementation of P5 activities in elementary schools is carried out with various forms of activities according to the themes being carried out, such as project activities and habituation activities. Furthermore, research carried out by (Milantika, 2023) and (Sartini & Mulyono, 2022) explains that based on the results of their research it is known that P5 activities are carried out with work performances and self-familiarization activities to instill the spirit of Pancasila in students. Based on the results of research that has been carried out, it is known that it is true that the implementation of the Pancasila student profile project is integrated through several activities such as familiarization activities and project creation. This can be seen from activities that invite students to make useful items from waste that are no longer used as a product that aims to maintain sustainability. environment.

The urgency of this research is that it can provide inspiration and reference for other schools that want to adopt P5 in various positive activities so that they can design projects to strengthen the Pancasila student profile that are more structured and can develop the spirit of the Pancasila student profile in students.

The difference between this research and previous research is that in this research the implementation of the project to strengthen the profile of Pancasila students was studied through 3 stages, starting from planning, implementation to evaluation. Where the research results indicate that the project to strengthen the profile of Pancasila students at SDN 006 Air Molek Satu has been implemented through various stages, namely planning, implementation and evaluation, which is the stage where P5 is implemented. Planning for P5 activities begins with forming a project facilitator team. The principal of SDN 006 Air Molek Satu is fully responsible for this activity. Meanwhile, the facilitators are P5 teachers according to their phase. P5 teachers according to their phases, such as in phase A the facilitators are class 1 and 2 teachers, Phase B teachers in class 3 and 4 and so on until the evaluation process involves only 3 profile dimensions.

Method

This type of research combines a qualitative research design. Qualitative research being a type of research requires a thorough understanding of the topic being investigated, which can then be examined to draw conclusions and create generalizations from research findings. The method used in this research is naturalistic inquiry. Naturalistic inquiry is just another term often used for qualitative research. This research aims to investigate, search for, describe and explain the qualities or characteristics of social influence that cannot be explained, measured or analyzed using a quantitative approach. The location of the research was SDN 006 Air Molek Satu. Data collection methods involve observation, interviews, and documentation. Observations were carried out directly on the planning, implementation, assessment, results evaluation and follow-up processes of P5 implementation. Interviews were conducted with related parties, including teachers, school principals, the P5 coordinating team, the P5 facilitator team, and students in grades IV and V. Documentation, such as photos and videos, was also used to record the implementation of P5. After the data is collected, analysis is carried out

through a series of stages, including data reduction, data presentation, and verification, with the aim of concluding the findings found during the research. 1) Data reduction is carried out to reduce data and summarize the data found to prioritize and focus on the most important information, then look for themes and patterns according to research objectives. As a result, data is reduced and will provide a clear picture in collecting more data according to the research focus; 2) Data Presentation/Display. After data has been minimized, data presentation is the next step. In qualitative research, data can be displayed in several ways, such as flow charts, graphs, classifications, and brief explanations. By presenting the facts, it is easier to understand what happened and organize the following work according to what has been understood; 3) Drawing Conclusions/Verification. The goal of this step is to explore through the collected data and find patterns of similarities or differences. Analyzing conclusions involves contrasting the application of statements to the research participants. Verification is intended to make research into whether data is suitable for the purposes outlined in fundamental research concepts more precise and objective (Sugiyono, 2018).

Source triangulation, time triangulation, and technique triangulation are the data validity methodologies used in this investigation. In this research, researchers used triangulation techniques to assess the correctness of the data obtained. a) Source Triangulation, namely by comparing the truth of a phenomenon using information collected from various sources by researchers such as teacher, student and principal interview data. b) Technical triangulation, namely by seeking further information about a phenomenon that has been discovered by other means, such as observation, interviews and documentation techniques. c) Time triangulation, which is equipped with cross-checking at various points using observation, interviews and other techniques.

Tabel 1 <Research Instrument Grid>

Indicator	Sub Indicator
Planning	a. Formation of a facilitator team b. Identifying the level of readiness of educational units c. Planning dimensions, themes and time allocation for the project to strengthen the profile of Pancasila students d. Compile modules
Implementation	a. Project implementation flow b. Project implementation syntax
Evaluation	a. Project assessment b. Exhibit P5

Sumber : Integrasi Irawati et al., (2022:1224) & Pertiwi (2023:26)

Naturalistic inquiry is just another term that is often used for qualitative research. Naturalistic inquiry is a direct method for obtaining activities that occur naturally in the field. Based on the point of view above, it could be said that this research was carried out with an investigation to reveal facts and phenomena through verbal descriptions expressed through activities that occurred in the field. In this study, researchers investigated a phenomenon regarding the implementation of the project to strengthen the profile of Pancasila students which was implemented at SDN 006 Air Molek Satu. 1) Observation = observation is an observation of an object which is the source of the problem. The observation technique in this research was carried out by observing the research object directly, in this case the research object was the principal, teachers and students at SDN 006 Air Molek Satu. The observations carried out relate to p5 activities starting from planning, activities carried out, to assessments given as a follow-up to students; 2) Interview = An interview is an oral question and answer period conducted by the interviewer and resource person to collect data. Researchers use this interview method to obtain information about topics related to the formulation of the problem that has been identified. In this study, researchers used a structured interview in this investigation. Interviews that have been structured according to established rules and cannot be changed are called structured. In this study, researchers interviewed several participants, namely school principals, teachers and student representatives; 3) Documentation = This research's documentation approach uses document review, namely collecting information about event defect files in the form of project modules, student projects, and documentation from observations and interviews. Images in the form of photos related to the implementation of project activities being carried out. Documents in the form of files or data related to the school being studied. In addition, researchers used smartphone cameras as a tool to support field evidence that the incident was real.

Source triangulation, time triangulation, and procedure triangulation are the data validity methodologies used in this investigation. In this research, researchers used triangulation techniques to assess the correctness of the data obtained. The triangulation used in this research is source and technique triangulation. Furthermore, the data analysis technique used is the Miles and Huberman model which consists of the following four stages: 1) Data collection is an activity carried out by researchers by directly observing the school environment and

students' activities during literacy activities. Research data can be obtained from observation, interviews, documentation, and so on; 2) Data reduction is an activity of sorting data that researchers have obtained from observations and interviews and aims to eliminate data that is less relevant to the problem formulation and research objectives; 3) Data presentation is a stage in presenting data by describing the information that has been obtained by researchers, then arranging it systematically so that the data is easy to read and understand by readers; 4) Draw conclusions based on the processed data and information obtained by the researcher. In other words, the conclusion is the final result of the processed research data

Results and Discussions

Based on the results of the research conducted in this section, findings and discussions are discussed in accordance with the researcher's work in the field and linked to theory or previous research findings. Referring to the focus of this research, the findings and discussion cover the implementation of P5 in elementary schools from the planning, implementation and evaluation stages. These findings are as follows:

Planning Stage

Formation of a facilitator team

Based on the results of interviews with teachers and principals, it is known that SDN 006 Air Molek Satu has implemented P5 activities in the past year starting from 2023, P5 activities began by forming a project facilitator team. The principal of SDN 006 Air Molek Satu is fully responsible for this activity. while the facilitators are P5 teachers according to their phase. P5 teachers according to their phase. Like phase A, the facilitators are class 1 and 2 teachers. P5 activities at SDN 006 Air Molek Satu are carried out collaboratively between classes because the number of students is still small. P5 activities at SDN 006 Air Molek Satu are carried out collaboratively between classes because the number of students is still small. Apart from class teachers, subject teachers also help with P5 activities, while assignments are distributed at the end of the semester in the second week.

These findings are strengthened by the results of observations which also show that P5 activities at SDN 006 Air Molek Satu are carried out collaboratively between classes because the number of students is still small. Apart from class teachers, subject teachers also help with P5 activities, while assignments are distributed at the end of the semester in the second week, because SDN 005 Air Molek Satu uses a block system. From the observation results, it can also be seen that the facilitator team is adjusted according to the phase level, such as in Phase A the facilitators are class 1 and 2 teachers, Phase B the facilitators are class 3 and 4 teachers. So from these results it can be seen that in the planning stage SDN 006 Air Molek Satu has formed facilitator team in P5 activities. To make your message clear, the discussion should be kept as short as possible while clearly and fully stating, supporting, explaining, and defending your answers and discussing other important and directly relevant issues. Care must be taken to provides commentary and not a reiteration of the results. Side issues should not be included, as these tend to obscure the message.

Identify the level of readiness of the educational unit

From the observations made, it can be concluded that SDN 006 Air Molek Satu has prepared a design for implementing P5 activities. Even though the implementation is still very simple, this can be seen from the small number of students, so the implementation is carried out collaboratively between phases. Teachers have also designed and used modules in project implementation. In the learning process, the module becomes a reference or guide for teachers in project development. This can be seen in the implementation of teacher projects using project stages in accordance with the module design that has been prepared by the facilitator for each phase.

These results were strengthened by interviews conducted where it was discovered that SDN 006 Air Molek Satu prepared P5 activities starting with forming a team, preparing a schedule, determining a theme, and designing modules, by collaborating with subject teachers. First, design the teaching module first so that you know later what will be carried out during its implementation. Next, choose dimensions. There are six, namely independence, creativity, mutual cooperation, critical reasoning, faith and piety, global diversity. The schedule is carried out in a block system according to the phases. The block system is carried out at the end of the 5th month semester in the first and second weeks. However, it is known that the use of the block reduction system is effective, therefore the principal stated that for the new semester changes will be made by including P5 hours every day for 1 hour.

Planning the dimensions, themes and time allocation for the project to strengthen the profile of Pancasila students

Based on observations, SDN 006 Air Molek Satu has planned P5 activities well. This can be seen when SDN 006 Air Molek Satu has its own scheduling for P5 activities. The p5 schedule using a block system is carried out at the end of the 5th semester in the first and second weeks. Meanwhile, for the themes taken in 1 year, SDN

006 Air Molek Satu took 2 themes, namely local wisdom and sustainable lifestyle. Implementation is also in accordance with the phases. Phases A, B and C. However, because there are several classes that have not used the independent curriculum, class 1 and class 5 are still collaborating even though they are not in one phase. This is because the number of students is still very low. The next planning step is module design. There are several components in this module. General information components include the identity of the author, facilities and infrastructure, target students, and the suitability of the project theme and topic for the educational unit. The core components include a brief description of the project, dimensions and sub-elements of the Pancasila student profile, specific objectives per phase, activity flow, and assessment. There are no pecking questions, but there are pecking videos that serve as teaching material. Additionally, there is no enrichment or remediation; however, the reflections of educators and students are in the appendix, along with the LKPD and assessment rubric.

These results were strengthened by interviews conducted with resource persons where SDN 006 Air Molek Satu had planned activities and had its own scheduling for P5 activities. The P5 schedule using a block system is carried out at the end of the 5th semester in the first and second weeks. Meanwhile, for the themes taken in 1 year, SDN 006 Air Molek Satu took 2 themes, namely local wisdom and sustainable lifestyle. Implementation is also in accordance with the phases. Phases A, B and C. However, because there are several classes that have not used the independent curriculum, class 1 and class 5 are still collaborating even though they are not in one phase. This is because the number of students is still very low.

Implementation Stage

Based on the results of the interview, it is known that there are several themes that can be used in P5, but in practice only 2 are implemented in this school every year. This school chooses local wisdom and a sustainable lifestyle. For dimensions, there are six elements in this P5, namely independence, creativity, mutual cooperation, reasoning. The time allocation for this P5 activity was planned when designing this P5 activity with the team. The theme used is the theme of local wisdom and style. There are six elements in this p5, namely independence, creativity, mutual cooperation, critical reasoning, faith and piety, global diversity in application. Depending on the theme, an example of our activity in local wisdom is "let's plant" dimensions namely having morals, being independent, working together in activities such as sorting waste, making trash cans according to the type. SDN 006 Air Molek Satu has planned P5 activities well. This can be seen when SDN 006 Air Molek Satu has its own scheduling of P5 activities. Meanwhile, for the theme taken by SDN 006 Air Molek Satu, there is one more theme, namely sustainable lifestyle with the topic "My Trash, My Work" to encourage students to make useful items from trash that is no longer used. The implementation stage is adjusted to the project to be implemented which has been arranged in modules where the implementation stage starts from preliminary, core and closing activities.

These results are strengthened by observations made by researchers. In implementing P5 at SDN 006 Air Molek Satu, it is known that teachers carry it out with 3 learning steps, namely introduction, core and conclusion. For example, in the initial activities there were prayer, attendance and apperception activities. Then also with the core activities being more about project implementation, the closing activities are more about reflection and assessment. Based on the results of observations, several activities can be seen as follows: Figures and tables are the most effective way to present results. Captions should be able to stand alone, such that the figures and tables are understandable without the need to read the entire manuscript. Besides that, The data represented should be easy to interpret.

Preliminary Activities: 1) The teacher opens the class with greetings followed by praying together led by the class leader, then the teacher takes attendance of the students one by one; 2) The teacher together with the students sing the Pancasila student profile song; 3) The teacher carries out question and answer activities related to yesterday's activities and today's activities or those that will be carried out.

Core Activities: 1) The teacher asks students to sit in groups to continue the project they have created; 2) The teacher gives directions in making flowers and vases; 3) Students work together to complete the project by dividing tasks such as cutting, gluing and flower arranging. Closing Activities: 1) Before closing, the teacher reflects, by asking students questions such as "what are we studying today?", Students answer the questions and the teacher guides the students so that students will accept and respect each other; 2) The teacher provides motivation to students and reminds students who are picketing today to clean the classroom. Next, the teacher closes with a prayer and closing greetings.

Evaluation Stage

From the results of the interview, it is known that teachers carry out evaluations of students through assessing the development of the dimensions of the Pancasila student profile and assessing product results. The results of

the evaluation and project carried out show that the development of the dimensions of the Pancasila student profile in class I, II, IV, V in the dimensions of Faith and Devotion to God Almighty and having noble morals has reached the level of development according to expectations, in the dimension of mutual cooperation on average. reached a highly developed level, and in the creative dimension the average was at a developed level according to expectations. The assessment system used by teachers at SDN 006 Air Molek One is divided into 2, namely process assessment and attitude assessment. Process assessment is carried out when the project process is ongoing in relation to student performance results. Meanwhile, attitude assessment refers more to the dimensions that have been designed..

This research obtained data through interviews, observation and documentation. After the data is obtained, data analysis techniques are then carried out with the aim of ensuring that the results obtained are verified. The data in this research was analyzed using source triangulation, technique triangulation and time triangulation. Source triangulation means that data is obtained through several participants. Participants in this research were 3 students, 3 teachers and 1 school principal. Technical triangulation was carried out using 3 methods, namely observation, interviews and documentation. Observations were carried out to find out how project activities strengthened the profile of Pancasila students from the planning, implementation and evaluation stages. Furthermore, to support these results, interviews and document review were conducted. Time triangulation is carried out by checking at different times and using the same technique to obtain data certainty. The times used by researchers were morning and afternoon. After obtaining all the data obtained, the researcher presents the research results, then compares all the data obtained and finally draws conclusions.

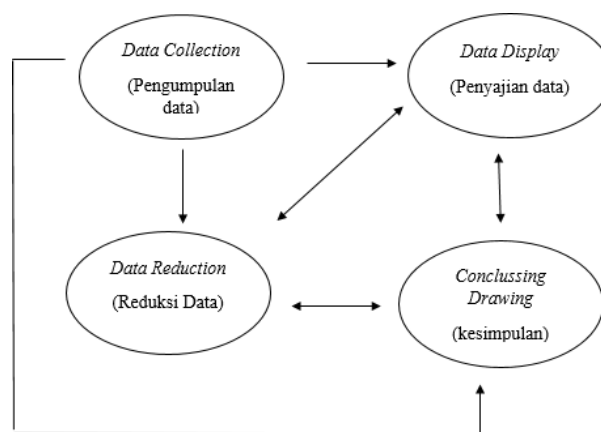


Figure 1 <Analytic Scheme based according to Miles and Huberman (Yunengsih & Syahrilfuddin, 2020)>

After the data was obtained, the researcher did it manually to analyze the data, namely by comparing the research results using 3 data collection techniques, namely observation data, interview data and documentation data. Observations were carried out inside and outside the classroom, interview data was obtained and comparisons were made from 3 participants, namely the principal, teachers and student representatives. The next step after grouping the data according to the technique, the researcher prepares a research data reduction by sorting important data that can support the research so that a research reduction conclusion is obtained and described into a research result.

Based on the results of the research conducted in this section, findings and discussions are discussed in accordance with the researcher's work in the field and linked to theory or previous research findings. Referring to the focus of this research, the findings and discussion cover the implementation of P5 in elementary schools from the planning, implementation and evaluation stages. These findings are as follows:

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These findings are strengthened by the results of observations which also show that P5 activities at SDN 006 Air Molek Satu are carried out collaboratively between classes because the number of students is still small. Apart from class teachers, subject teachers also help with P5 activities, while assignments are distributed at the end of the semester in the second week, because SDN 005 Air Molek Satu uses a block system. From the observation results, it can also be seen that the facilitator team is adjusted according to the phase level, such as in Phase A the facilitators are class 1 and 2 teachers, in Phase B the facilitators are class 3 and 4 teachers. So from these results it can be seen that in the planning stage SDN 006 Air Molek Satu has formed facilitator team in P5 activities.

Identify the level of readiness of the educational unit

From the observations made, it can be concluded that SDN 006 Air Molek Satu has prepared a design for implementing P5 activities. Even though the implementation is still very simple, this can be seen from the small number of students, so the implementation is carried out collaboratively between phases. Teachers have also designed and used modules in project implementation. In the learning process, the module becomes a reference or guide for teachers in project development. This can be seen in the implementation of teacher projects using project stages in accordance with the module design that has been prepared by the facilitator for each phase.

These results were strengthened by interviews conducted where it was discovered that SDN 006 Air Molek Satu prepared P5 activities starting with forming a team, preparing a schedule, determining a theme, and designing modules, by collaborating with subject teachers. First, design the teaching module first so you know later what will be carried out during its implementation. Next, choose dimensions. There are six, namely independence, creativity, mutual cooperation, critical reasoning, faith and piety, global diversity. The schedule is carried out in a block system according to the phases. The block system is carried out at the end of the 5th month semester in the first and second weeks. However, it is known that the use of the block reduction system is effective, therefore the principal stated that for the new semester changes will be made by including P5 hours every day for 1 hour.

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Arranging Modules

Based on the research results, it is known that the preparation of the P5 module at SDN 006 Air Molek Satu has not been implemented optimally. This can be seen in observations made where the teachers at SDN 006 Air Molek Satu use modules available on the internet and have not developed them according to the conditions of the school environment and students. This is also reinforced by the results of interviews where teachers at SDN 006 Air Molek Satu have not prepared modules regularly and teachers for each phase still use the same modules.

Komponen Penyusunan Modul Proyek Penguatan Profil Pelajar Pancasila

Informasi Umum	Komponen Inti	Lampiran
<ul style="list-style-type: none"> • Identitas penulis modul • Sarana dan prasarana • Target peserta didik • Relevansi tema dan topic proyek untuk satuan pendidikan 	<ul style="list-style-type: none"> • Deskripsi singkat proyek • Dimensi dan subelemen dari profil pelajar pancasila yang berkaitan • Tujuan spesifik untuk fase tersebut • Alur kegiatan proyek secara umum • Asesmen • Pertanyaan pemantik • Pengayaan dan remedial • Refleksi peserta didik dan pendidik 	<ul style="list-style-type: none"> • Lembar kerja peserta didik • Bahan bacaan pendidik dan peserta didik • Glosarium • Daftar pustaka

Implementation Stage

Based on the results of interviews, it is known that there are several themes that can be used in P5, but in practice only 2 are implemented in this school every year. This school chooses local wisdom and a sustainable lifestyle. For dimensions, there are six elements in this P5, namely independence, creativity, mutual cooperation, reasoning. The time allocation for this P5 activity was planned when designing this P5 activity with the team. The theme used is the theme of local wisdom and style. There are six elements in this p5, namely independence, creativity, mutual cooperation, critical reasoning, faith and piety, global diversity in application. Depending on the theme, an example of our activity in local wisdom is "let's plant" dimensions namely having morals, being independent, working together in activities such as sorting waste, making trash cans according to the type. SDN 006 Air Molek Satu has planned P5 activities well. This can be seen when SDN 006 Air Molek Satu has its own scheduling for P5 activities. Meanwhile, for the theme taken by SDN 006 Air Molek Satu, there is one more theme, namely sustainable lifestyle with the topic "My Trash, My Work" to encourage students to make useful items from trash that is no longer used. The implementation stage is adjusted to the project to be implemented which has been arranged in modules where the implementation stage starts from preliminary, core and closing activities.

These results are strengthened by observations made by researchers. In implementing P5 at SDN 006 Air Molek Satu, it is known that teachers carry it out with 3 learning steps, namely introduction, core and conclusion. For example, in the initial activities there were prayer, attendance and apperception activities. Then also with the core activities being more about project implementation, the closing activities are more about reflection and assessment. Based on the results of observations, several activities can be seen as follows:

Preliminary Activities: 1) The teacher opens the class with greetings followed by praying together led by the class leader, then the teacher takes attendance of the students one by one; 2) The teacher together with the students sing the Pancasila student profile song; 3) The teacher carries out question and answer activities regarding yesterday's activities and today's or future activities. Core Activities 1) The teacher asks students to sit in groups to continue the project they have created; 2) The teacher gives directions in making flowers and vases; 3) Students work together to complete the project by dividing tasks such as cutting, gluing and flower arranging.

Closing Activities: 1) Before closing, the teacher reflects, by asking students questions such as "what are we studying today?", Students answer the questions and the teacher guides the students so that students will accept and respect each other; 2) The teacher provides motivation to students and reminds students who are picketing today to clean the classroom. Next, the teacher closes with a prayer and closing greetings.

Evaluation Stage

From the results of the interview, it is known that teachers carry out evaluations of students through assessing the development of the dimensions of the Pancasila student profile and assessing product results. The results of the evaluation and project carried out show that the development of the dimensions of the Pancasila student profile in class I, II, IV, V in the dimensions of Faith and Devotion to God Almighty and having noble morals

has reached the level of development according to expectations, in the dimension of mutual cooperation on average. reached a highly developed level, and in the creative dimension the average was at a developed level according to expectations. The assessment system used by teachers at SDN 006 Air Molek One is divided into 2, namely process assessment and attitude assessment. Process assessment is carried out when the project process is ongoing in relation to student performance results. Meanwhile, attitude assessment refers more to the dimensions that have been designed.

These results are strengthened by observations made where the assessment process is divided into 2 stages, namely direct learning and reflection activities. During project activities, the teacher assesses students using the assessment rubric that has been prepared. Teachers assess the values of cooperation, independence and morals. The assessment system used by teachers at SDN 006 Air Molek One is divided into 2, namely process assessment and attitude assessment. Providing follow-up is carried out directly by the teacher by reflecting on the results that have been obtained that day, namely the teacher asks students questions such as "what are we learning today?" to find out how the day's activities were carried out, whether the students understood well enough or need repetition. . Based on the results of observations made by researchers, implementing P5 can have a positive impact on students.

Implementation of the P5 theme instills a caring attitude towards the environment, provides new experiences for students, and instills Pancasila values in students. By paying maximum attention to the design and implementation of the P5 program, this program can run well and systematically as planned.

The research results indicate that the project to strengthen the profile of Pancasila students at SDN 006 Air Molek Satu has been implemented through various stages, namely planning, implementation and evaluation, which is the stage where P5 is implemented. Planning for P5 activities begins with forming a project facilitator team. The principal of SDN 006 Air Molek Satu is fully responsible for this activity. Meanwhile, the facilitators are P5 teachers according to their phase. P5 teachers according to their phases, such as Phase A facilitators are teachers of grades 1 and 2, Phase B teachers of grades 3 and 4 and so on. This is in line with the opinion (Pertiwi, 2023) that in implementing P5 activities there must be a group of project facilitators united by the director of the education department. The team of educators who function as project facilitators are responsible for organizing, implementing and assessing the project to be designed and implemented.

P5 provides students with opportunities to investigate, solve problems, and make decisions based on their environment. All this is done within the time limit set to produce the product or action. The implementation of P5 is proven to be able to help students to develop the dimensions of the Pancasila student profile they want to achieve. At SDN 006 Air Molek Satu, the implementation of P5 is carried out in phases, where P5 activities at SDN 006 Air Molek Satu are carried out in collaboration between classes because the number of students is still small, in phase A class 1-2, phase B class 4 and phase C class 5. For grades 3 and 6, they still use the independent curriculum so P5 activities are not yet implemented. This activity is carried out in collaboration with one another so that maximum results can be achieved. These results are in accordance with the expert's opinion that the Strengthening Pancasila Student Profile project is a superior program in the Independent Curriculum, this provides project-based learning opportunities for students to ask questions, plan investigations, collaborate with peers, utilize media, and share their findings (Hsin & Wu, 2023; Kamaria,2021).

Next, the planning stage continues with determining time allocation. The schedule is based on a block system according to the phases. The block system is carried out at the end of the 5th month semester in the first and second weeks. However, it is known that the use of the block system is less effective, therefore the principal stated that for the new semester changes will be made by including P5 hours every day for 1 hour. The implementation of the project to strengthen the profile of Pancasila students aims to create a golden generation through several stages. These stages include understanding the project concept, planning by forming a team, conducting joint assessments and reporting, evaluation, and project follow-up (Nurdyansyah et al., 2022; Ulandari,2023).

The next stage is to choose the theme and dimensions of the Pancasila profile, choose a specific topic, and design the project module. There are several components in this module. General information components include the identity of the author, facilities and infrastructure, target students, and the suitability of the project theme and topic for the educational unit. The core components include a brief description of the project, dimensions and sub-elements of the Pancasila student profile, specific objectives per phase, activity flow, and assessment. There are no pecking questions, but there are pecking videos that serve as teaching material. Additionally, there is no enrichment or remediation; however, the reflections of educators and students are in the appendix, along with the LKPD and assessment rubric. The themes used this year are "Sustainable lifestyle" and "Local Wisdom" where classes 1 and 2 collaborate on the topics "choosing waste" and "let's plant" while for class 5 the topic is "My Trash, My Work". To facilitate the implementation of these stages, teachers need to

understand how to compile project modules which include selecting topics/themes, paying attention to selecting dimensions, elements and sub-elements of Pancasila student profiles according to student needs (Rizal, Iqbal, et al., 2022).

Implementation of P5 is based on planning in the planned project module. In the implementation of P5 at SDN 006 Air Molek Satu, it is known that the teachers carry it out with 3 learning steps, namely introduction, core and conclusion. For example, in the initial activities there were prayer, attendance and apperception activities. Then also with the core activities being more about project implementation, the closing activities are more about reflection and assessment. In the preliminary stage, it is carried out as an activity with greetings followed by praying together led by the class leader, then the teacher takes attendance of the students one by one, the teacher together with the students sings the Pancasila student profile song, and conducts an apperception. Furthermore, the core activities emphasize understanding and the project steps that will be implemented and the teacher carries out assessments, while in the closing stage, conclusions and reflection are carried out. The implementation of the project to strengthen the profile of Pancasila students must pay attention to four principles, namely holistic, contextual, child-centered and exploratory (Sunanda et al., 2023). In implementing the project to strengthen the Pancasila student profile, students are encouraged to strengthen their character and gain learning experience outside the classroom by studying important themes or issues. This allows students to take the necessary steps to solve the problem according to the learning process and students' needs (Daga, 2022; Sundari 2016).

Next is the evaluation stage. where the assessment process is divided into 2 stages, namely direct learning and reflection activities. During project activities, the teacher assesses students using the assessment rubric that has been prepared. Teachers assess the values of cooperation, independence and morals. The assessment system used by teachers at SDN 006 Air Molek One is divided into 2, namely process assessment and attitude assessment. Providing follow-up is carried out directly by the teacher by reflecting on the results that have been obtained that day, namely the teacher asks students questions such as "what are we learning today?" to find out how the day's activities were carried out, whether the students understood well enough or need repetition. These results are in line with expert opinion where an evaluation is carried out through giving written test assignments, questions and answers in class, and various other forms of evaluation. With formative assessments carried out during the learning process, teachers can obtain information about the development of students' competency mastery at each learning stage (Yahya et al, 2023; Satria,2022).

SDN 006 Air Molek Satu In implementing P5, it has achieved the goal of character formation according to the dimensions of the Pancasila student profile where P5 is a project-based education program that emphasizes character formation. (Karmelia, 2023 & Pertiwi,2023) shows that Activity P5 can be considered as an implementation of differentiated learning, because during this process, students have the opportunity to hone their skills while cultivating interest.

The purpose of this research was to describe the implementation of the Pancasila Student Profile Strengthening (P5) Project Program at SDN 006 Air Molek Satu. Based on the research results, it is known that SDN 006 Air Molek Satu implementation of the project to strengthen the profile of Pancasila students includes several activities, namely starting from the formation of a facilitator team. Where the facilitator is formed by the principal as the person in charge while the class teacher becomes the facilitator between phases, then identifying school readiness by preparing modules. and expenditure tools, then selecting character dimensions, determining themes, time planning, carrying out assessments. The assessment is carried out through assessing the development of the dimensions of the Pancasila student profile and assessing product results. The results of the evaluation and project carried out show that the development of the dimensions of the Pancasila student profile in class I, II, IV, V in the dimensions of Faith and Devotion to God Almighty and having noble morals has reached the level of development according to expectations, in the dimension of mutual cooperation on average. reached a highly developed level, and in the creative dimension the average was at a developed level according to expectations. However, in this implementation, there were also activities that were not optimal at SDN 006 Air Molek Satu, namely in the module preparation section.

Dinda Ayu Vanisha (2022) University of Muhammadiyah Malang entitled Analysis of the Implementation of the Project for Strengthening the Profile of Pancasila Students on the Theme (Local Wisdom) Class IV at SD Muhammadiyah 4 Batu. From the researcher's analysis, the results showed that the implementation of the Strengthening the Pancasila Student Profile Project ran smoothly even though it was carried out using the blended learning method. Students are able to apply the dimensions of the Pancasila Student Profile contained in the theme project module (local wisdom). In this activity, students are expected to be able to apply Pancasila values in any activity. In the implementation of the Strengthening Pancasila Student Profile Project, there were obstacles, namely the use of methods that were not in accordance with what had been planned and there were several activities that caused teachers to not be able to monitor the activities directly. The difference with this

research is in the research subjects, where the research subjects from the reference source are class IV students at SD Muhammadiyah 4 Batu, while the subjects that the author created are all classes that have implemented the Merdeka curriculum at SDN 006 Air Molek Satu. The results of this research are also in more specific detail starting from the planning, implementation to evaluation stages.

Conclusions

Based on the description above, it can be concluded that the implementation of the Project for Strengthening the Profile of Pancasila Students at SDN 006 Air Molek Satu includes several activities, namely starting from the formation of a team of facilitators. Where the facilitator is formed by the principal as the person in charge while the class teacher becomes the facilitator between phases, then identifying readiness schools by preparing modules and learning tools, then selecting character dimensions, determining themes, planning time, carrying out assessments. The assessment is carried out through assessing the development of the dimensions of the Pancasila student profile and assessing product results. The results of the evaluation and project carried out show that the development of the dimensions of the Pancasila student profile in class I, II, IV, V in the dimensions of Faith and Devotion to God Almighty and having noble morals has reached the level of development according to expectations, in the dimension of mutual cooperation on average. reached a highly developed level, and in the creative dimension the average was at a developed level according to expectations. However, in this implementation, there were also activities that were not optimal at SDN 006 Air Molek Satu, namely in the module preparation section. In this activity the teacher has not been able to develop modules in a sustainable manner, the modules used are still taken and adapted from the internet and the PMM platform, this is due to the teacher's lack of understanding in developing project modules..

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