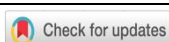




## Implementation of The Project For Strengthening The Profile of Pancasila Students (P5) in Schools

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### ABSTRACT

**Objective:** This study examines issues in implementing the P5 program at State High School 14 Samarinda. **Method:** The data in this study are interview and observation data with correspondents of 3 teaching staff, three education staff, and five learners from State High School 14 Samarinda. **Results:** The results show that in its implementation, State High School 14 Samarinda experienced difficulties at the beginning of the project implementation where there were no references from other schools or incomplete explanations from the Office of Education and Culture, both provincial and district, which caused several obstacles, especially in developing children's primary capital. With these limitations, the workforce and education personnel work professionally by collaborating with novice teachers and senior teachers through experiences and joint discussions with parents about their children's essential capital so that they quickly know which ones need improvement. **Novelty:** Previous studies have analyzed the implementation of individual and organizational programs in education management and have yet to pay attention to the implementation of programs, especially the P5 program. Therefore, this research seeks to introduce the P5 program at the senior high school education level to make learners aware of the importance of cognitive and affective abilities in life, including the problems they face.

### INTRODUCTION

Indonesia is the only country in the world with guidelines or basic foundations based on Pancasila. Pancasila has been used as the basic foundation of state law in all applicable norms. No exception in education refers to Pancasila, which has four core foundations: philosophical, juridical, cultural, and historical. With this foundation, the government made regulations regarding the primary duties of teaching staff in Government Regulation Number 19 of 2017 concerning Teachers stated in Article 1 Paragraph 1, which states that the main task of teachers is to educate, teach, assess, and evaluate learners. From Indonesia's Independence until now, the world of education has undergone 11 curriculum changes, and the last established curriculum was the Merdeka Belajar curriculum. The Merdeka Belajar Curriculum is a change and improvement from the 2013 curriculum to improve the quality of national education (Saphira, 2022).

The difference between the Merdeka Belajar curriculum and the 2013 curriculum lies in how teachers bring learners to explore individual life experiences into lessons, knowledge, and guidance for both themselves and others so that classroom learning is no longer centered on the teacher but on the learners themselves (Lutfiana, 2022). Carrying out the concept that learners are constantly moving to reveal all their potential requires adjustments between teachers and learners to adapt to these changes, Especially in improving the quality of education. To implement this, there is a program called the Pancasila Learner Profile Strengthening Project (P5) in the Merdeka Belajar

curriculum where the government wants project-based learning to strengthen students' essential capital, which is adjusted to the Graduate Competency Standards (GCS) and the Pancasila Learner Profile (P3) (Yusuf & Arfiansyah, 2021).

As the independent curriculum is characterized by project-based learning, schools must prepare lessons that are not necessarily based on theory. Teachers must be able to engage learners, guide all activities, and implement subjects according to agreed themes. This project provides guidance and reference for schools in running and implementing character education (Maharani et al., 2023) where the focus of this project aims to prepare young people who can understand, implement, live, and practice the values of Pancasila (Salam, 2023 ). The values of Pancasila can be in the form of students increasing their faith and noble character (Septiadevana et al., 2024), embracing the principle of diversity globally (Yumaroh & Suranto, 2024), being more sensitive to caring, sharing, and working together (Maghfiro et al., 2024), consciously increasing independence in living life, being able to think critically and innovatively through bright ideas and ideas (Ramayai & Wiranata, 2024), and having creative abilities, especially in providing fundamental ideas (Habib et al., 2024).

Based on the background, the problem can be formulated as follows. First, it questions the implementation of the P5 program at State High School 14 Samarinda; second, it questions the obstacles faced while implementing the P5 program; and it questions the optimization of the P5 program at State High School 14 Samarinda. To assist research, the author will take the educational management approach proposed by Henry Fayol, who believed that management activities focus on four functions: planning, organizing, directing, and controlling. Fayol also believed that management is a goal or result that a group, institution, or organization has decided and carried out. While the service is in the process of achieving these goals, it succeeds well and by standards. Management is essential for all activities owned by every person, group, institution, or organization to achieve the desired goals according to mutual agreement. Management is process-oriented, which means it requires human resources, knowledge, abilities, and skills so that activity, or, in this case, the P5 program, becomes better, more efficient, and effective and can achieve success and pride for those who carry it out. Therefore, if managed well, a group, institution, or organization will only get the final result with a good predicate.

## RESEARCH METHOD

This research uses qualitative-descriptive research that is post-positivism or puts forward social science by collecting data and analyzing it with words that come from research sources without any numerical or quantitative data. This research was conducted for six months, from July to December 2023. The subjects of this study were the principal, three teaching staff, and five students at State High School 14 Samarinda. Data collection techniques used were observation in the form of checklists, in-depth interviews based on instruments, and documentation obtained from photos, recordings, and other documentation from the school based on the need of researchers (Darmanin et al., 2023; Mastikawati et al., 2022; Rutakumwa et al., 2019; Woenardi et al., 2022; Zainudin et al., 2023). Data validity uses four criteria in the form of trustworthiness, certainty, dependability, and transferability. Data analysis techniques used were data collection, data reduction, data presentation, elaboration, and conclusion to answer the problems in this study.

## RESULTS AND DISCUSSION

### Results

#### Implementation Operations

The implementation of the P5 program that will be described here is assembled into three studies: implementation, strengthening, obstacles, and solutions. An example of a school that follows this program is State High School 14 Samarinda, which has followed the new curriculum in Indonesia.

#### Implementation of the P5 Program

Implementing the P5 program begins with the school's understanding of the program, whether by the school profile or not. Based on the results of interviews conducted by Mr. Dr. Suparno, M.Pd as the head of State High School 14 Samarinda, and also Mrs. Fitri Andayani, M.Pd as the vice principal for curriculum, the school stated that the school already knew what P5 was, how to implement it and how to combine it with the school profile. Furthermore, the researcher asked about the extent to which the school knows the profile of Pancasila students in the structure of P5 activities.

*"The Pancasila learners profile in the structure of P5 activities in schools in the Merdeka curriculum is a form of character development for students in shaping the character profile of Pancasila lessons including, noble character, cooperation, independence, global diversity, and critical thinking."* Said Mrs. Fitri, the vice principal for curriculum.

With the intended character based on Pancasila, the next question is whether specific strategies and methods are used to implement P5 at State High School 14 Samarinda.

*"There is a special strategy, which is to hold a bazaar at the end of the theme process that has been completed so that students can be directly involved in exhibiting and marketing the products resulting from the P5."* Said Mr Suparno, head of State High School 14 Samarinda.

After the specific strategies used in running the P5 program, the next step is how the learning activities of the P5 project itself take shape at State High School 14 Samarinda.

*"At State High School 14 Samarinda, P5 activities have been running for approximately 1.5 years. During the P5 process, as a whole, it has been running by the theme determined by the school. However, there is still a need for development in the P5 learning process method at schools in the future."* Said Mr. Saleh, a teaching staff member at State High School 14 Samarinda.

After implementation, the researcher wants to know the relationship between the material and the strengthening of students' essential capital at State High School 14 Samarinda.

*"So far, there is indeed a connection between each other where students can cooperate and collaborate with classmates and other classes in completing each theme that has been determined."* Mr. Saleh is a teaching staff at State High School 14 Samarinda.

The following process is about the theme: whether the selection of project themes applied to students is right on target and by school expectations.

*"It is appropriate and right on target. However, it needs better development in the future, especially in developing the themes given to students,"* said Mr. Herly, a teacher at State High School 14 Samarinda.

During the activities or programs implemented, the teaching staff and students will undoubtedly feel an impact from the existence of P5.

*"It is very positive because it can directly provide material and practice to students in developing the Pancasila student profile project directly to students with the discussion methods and completion of material and practice in groups,"* said Mrs. Henny, a teacher at State High School 14 Samarinda.

### **Strengthening the Basic Capital of Learners at State High School 14 Samarinda**

Based on the Big Indonesian Dictionary (KBBI), reinforcement can be defined as a process or a way or action to strengthen or strengthen. According to Mr. Herly, a lecturer at State High School 14 Samarinda, reinforcement can be interpreted as a process/way/effort of a person/group to provide a reinforcement of themselves who were previously weak or full of shortcomings to become solid for a particular purpose. Every program certainly has a vital goal for developing individuals and groups. This is also the case with the P5 Programme, which all schools in Indonesia should carry out, and State High School 14 Samarinda is no exception. In this school, there is counseling or an introduction to the material before the P5 activities are carried out, and usually, the one who delivers it is the school facilitator teacher. In every activity of the P5 program, the teaching staff can know the primary capital of students as a whole. However, there are some teaching staff who need help understanding what the essential capital itself is. This is a challenge for State High School 14 Samarinda, which already uses the Merdeka curriculum launched by the Indonesian government.

In seeking data regarding reinforcement, this research used the interview method with some documentation obtained. The interview started with wanting to know the extent of the development of essential capital owned by students before the existence of P5 at school.

*"Before P5, the basic capital of students was still lacking, especially in the self-orientation and character development section because 80% did not know what was around them. Likewise, with the mastery of tools that are still rigid in using them, such as during entrepreneurship projects where students are asked to cook to market and showcase the results of their cooking."* Said Mrs. Fitri, deputy head of curriculum at State High School 14 Samarinda.

The Researchers also tried to find other answers from the learners themselves.

*"Most of our friends went to a monotonous or one-way school, so we had difficulty if we were suddenly asked to be independent in doing projects given by the school. Every time the project was implemented, we were asked to think creatively about what the school wanted, and we had to come up with ideas to overcome our limitations. Even so, we do it happily and must do it. We also get guidance from the teachers if we do not understand."* said Melvin, an X6 student at State High School 14 Samarinda.

With these shortcomings, the next question is what the school will do about it.

*"The schools follow what is in the P5 program, especially in developing character and behavior by the values of Pancasila. We also adjusted the project theme based on the ability of most learners based on our observations so far. If*



*the project is inappropriate, the learners will be bored and lazy to follow the project. Take, for example, where we did a traditional dance project in Indonesia. Only some were enthusiastic about the project because many could not dance. Then, we tried a project on entrepreneurship, and it was obvious that students were very good at everything. From how to cook the right recipe to how they do marketing in their way."* Said Mr Herly, a teacher at State High School 14 Samarinda.

The researcher also tried to confirm their development with one of the learners.

*"At first, we were scared, worried, and even lazy to do it. However, after doing it, it turned out to be fun too. We were able to learn many things related to the project. Like me, who could not cook at first, now I can. Then some friends used to be nervous when talking to people; now they are looser. Most of us progressed more, especially in character, self-orientation, language, use of tools, and cooperation with other classmates, "* said Heidy from class X5.

With the development of the learners being very satisfactory for both the school and the learners themselves, the school incorporated the P5 program into its curriculum. The applicable government directives and standards implement it.

### **Obstacles and Solutions Encountered while Implementing the P5 Programme**

In carrying out any activity or program, some obstacles will be faced. State High School 14 Samarinda is no exception; which has obstacles in implementing the P5 program launched by the Education and Culture Office of the Government of Indonesia, which is an integral part of the Merdeka Curriculum or a curriculum that all schools in Indonesia must carry out. For this reason, we try to dig deeper into the obstacles faced by State High School 14 Samarinda.

*"There are several obstacles we face during this P5 where we do not have a large place like a hall that can accommodate all students when briefed by the teaching staff assigned as project coordinators. In addition, we also find it difficult if we have to assess one by one during the project because we have a large number of learners, so the teaching staff cannot supervise them one by one. We also find it difficult to carry out large projects, especially in setting aside our time to prepare materials, assess, and provide feedback to our students."* Said Mrs. Henny, the P5 facilitator.

Researchers also tried to gather information regarding the obstacles they faced from one of the students who attended State High School 14 Samarinda.

*"The obstacle is the short preparation time, so we must think and find what we will display or market to show our best. The teacher needed to be clearer in explaining the project. Sometimes, we also misinterpreted his wishes."* Said Naya from class XI-5.

With these various obstacles, what solutions are carried out so these problems are manageable?

*"We still run the program according to what has been planned, but we make the atmosphere happy by giving them freedom of expression, always monitoring and joking with students, allowed to play their favorite music, and assisting those who do not understand or other special things."* Said Mrs. Henny.

We also asked learners how they overcame these barriers.

*"We were made into teams to divide the tasks between each other in preparation and execution. We also often spontaneously ask passing teachers questions to get satisfactory answers if we have difficulties,"* said Aji Sabrina from class XI-4.

### **Discussion**

Based on the findings obtained, the researchers found several points of discussion where in the implementation section, there are several things to be discussed, namely that schools find out in advance the P5 program launched by the government so that there are no misunderstandings and ambiguities along the way. Every individual or group wanting to run a program or project will undoubtedly face risk, uncertainty, and ambiguity, all interconnected and need careful consideration.

These three aspects are very vulnerable in a very high-complexity project. In the case of the P5 program run by State High School 14 Samarinda, the projects implemented were highly complex, with the school having to assist and serve 387 students with the capacity of 27 teaching in 15 classes. If calculated, each teacher must and can assist 4 to 6 hours of students in each P5 project as a facilitator. An unbalanced ratio between the number of students and the number of teachers will prevent the project implementation process from being disrupted, and the quality of each learner needs to be by the expectations of the project implementation. In addition, it is also challenging for schools to find qualified, competent, and professional teachers where currently, many graduates from universities majoring in teaching only view teaching as a job, not as a dedication and calling to becoming a teacher (Annan, 2020; McGarr & McDonagh, 2021; Smith, 2020; Taylor, 2021).

Although the ratio of teaching staff is overwhelmed, with the determination of the theme that has been agreed upon from the beginning, the shortcomings can be resolved well; even some teaching staff feel that it is not a weakness but as self-motivation that I am able and willing to overcome these problems. According to Zhang et al. (2021), themes can provide clear direction and purpose without realizing that significant obstacles are ahead. By bringing a cheerful atmosphere to the teaching staff, other teaching staff also feel it so that the atmosphere in running a project can be carried out with an optimistic feeling that the project will be successful. The effect of high self-confidence from teaching staff will undoubtedly impact learners who feel it and believe they can do it without anxiety or worry (Munna & Kalam, 2021).

With the assurance of the teaching staff, students can freely carry out the projects requested by the school. They do this in various ways, including collaborating or cooperating with other classes. Some studies show that collaborative learning can provide several internal and external benefits. The internal advantage is that students are more accomplished and more understanding of each other, making learning more enjoyable (Kuwabara et al., 2020), honing leadership in the groups, developing positive attitudes (Kuuk et al., 2020), improving self-esteem, learning to be more inclusive, feeling a sense of belonging and being valued, as well as improving self-skills for the future. While externally in the form of getting the experience of working with friends who are not yet known in depth, improving interaction patterns between students through language acquisition (Ghavifekr, 2020), encouraging motivation and competitive spirit for their group mates (Odehova et al., 2022), and get many learning resources from the experiences of various individuals.

In the obstacles section, the study found that teaching staff needed help assessing each individual and taking the time to do so. In addition to the large number of learners, teaching staff are also constrained by the many assessment formats that must be by applicable methods. This finding is by O'Neill & Padden (2022), who states that the number of assessment formats can be beneficial and not for a teacher. It is beneficial because teachers have different experiences but not because they must fulfill the assessment requirements according to the applicable method. The burden can be time-consuming and requires a high level of calmness, concentration, and focus.

Another obstacle still related to assessment is the need to develop students' independence in carrying out the projects. When the teacher came to the group, the students looked busy as if they understood what to be, and when asked about the obstacles faced, the students also answered that there were no obstacles. Problems arise when the final results from certain groups do not follow what was directed before the project. The output created by these problematic groups will add more work for the teaching staff because they have to spend time and think about giving appropriate grades to their work individually. This dynamic is consistent with the research of Erdem and Koçyiğit (2019), who found that acts of dishonesty and disrespect for others and even their teachers was caused by a teacher's lack of assertiveness, making the teacher's self-esteem and authority disappear in the eyes of students. The impact is that the teacher is underestimated and not considered a teacher.

Another obstacle found is the need for more preparation time for students in carrying out the projects that have been set. According to observations and from the results of interviews, the time given is long enough, namely two weeks before the project is implemented. Within two weeks, the teacher hopes students can prepare the tools and materials as much as possible. However, on the implementation day, some groups still need to prepare optimally for the requested project. This is caused by several factors, namely the mindset of students who take things lightly, an attitude that likes to procrastinate; Tiboron et al. (2021), prioritizing pleasure over thinking about lessons (Irmayani & Anas, 2020), and lack of attention from parents regarding their children's assignments (Chophel & Choeda, 2021).

To overcome obstacles in running the P5 program, schools and teachers have done various things internally and externally for students. Externally, this includes helping students find their interests and talents. According to Li et al. (2022), helping to find interests and talents can improve children's self-orientation and focus in doing something, which will impact the ability to develop ideas and creativity of learners. Another solution is creative teaching methods and increasing interaction in the classroom and during the project. According to Frenzel et al. (2021), this solution has proven effective because students are not bored and have more respect for teachers both in and outside school.

The following solution is to collaborate between senior teachers and novice teachers where using their experience, senior teachers can easily overcome the obstacles experienced and provide examples and role models for novice teachers. According to Jin et al. (2021), the experience of senior teachers is an experience for novice teachers, and novice teachers can imitate what senior teachers do. Likewise, senior teachers can emulate novice teachers due to generational differences (Grassini, 2023). The collaboration of these two teachers lies in handling students who misbehave (Yang, 2023), using technology, sharing experiences (Kolleck et al., 2021), and communicating with parents.

## CONCLUSION

**Fundamental Finding:** In carrying out the P5 program, students will carry out various projects according to themes determined by the school, where these themes will be adapted to the material in various combined subjects. They will learn that cognitive abilities are used and affective abilities where students must have many ideas, creations, and integration. Implementing the P5 program at State High School 14, Samarinda, has gone well and is by the competency standards that apply to the Merdeka curriculum. Children's primary capital in character, language, quantitative logic, tools, and cooperation has developed well. However, some improvements must be made, especially in teaching staff to less controlled students. It has been going well from the teachers' side, especially in coordinating the projects being implemented, especially in the cooperation between novice teachers and senior teachers where existing obstacles can be easily overcome. Teachers are also able to provide understanding and conditioning to students in carrying out various projects that have been planned.

**Implication:** Learners need to become more familiar with this kind of project activity, and there is a need for adaptation and introduction so that they realize that life is not only material things but requires high ideas and creativity.

**Limitation:** This research was only conducted at State High School 14 Samarinda and only examined for six months with a visit time of once a month with two projects where State High School 14 Samarinda had programmed four projects in one year.

**Future Research:** Researchers hope that future research can develop more in-depth education management issues by the P5 program launched by the government in the Merdeka curriculum and can be a reference for other studies that want to discuss the implementation of the P5 program.

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