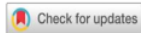




Implementation of The Project For Strengthening The Profile of Pancasila Students (P5) in Schools

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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

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