

STRENGTHENING THE IMPLEMENTATION OF THE INDEPENDENT CURRICULUM, ESPECIALLY IN PANCASILA STUDENT PROFILE STRENGTHENING PROJECT (P5) FOR SD/MI TEACHERS

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Abstract : The Ministry of Education, Culture, Research, Technology and Technology (Kemendikbudristek) of Indonesia has launched a new policy in education with the issuance of an independent curriculum. The Pancasila Student Profile Strengthening Project (P5) is one of the main focuses of the independent curriculum with the aim of shaping student character and competencies based on Pancasila values. Teachers need preparation and a deep understanding of concepts in implementing the independent curriculum, especially the project to strengthen the profile of Pancasila students at the elementary school level. However, the facts in the field reveal that there are still many elementary / middle school teachers who do not fully understand the concepts and learning methods that are in accordance with this new curriculum. This can hinder the effectiveness of curriculum implementation in the field. This training and community service activity aims to improve the understanding and competence of elementary school teachers in implementing the Independent Curriculum, with a special focus on the Pancasila Student Profile Strengthening Project (P5) in learning. The implementation method of this training activity is directly face-to-face in the classroom. Guided training is a method in community service activities. An active and participatory approach is also used in this training activity with presentation and discussion activities, case studies, learning simulations, P5 project design practices, reflection and feedback. The results of community service activities carried out by the team were considered successful in improving the understanding and ability of teachers in implementing the Pancasila Student Profile Strengthening Project (P5), this is proven in the evaluation data of the pretest and post-test there was an increase as much as... This service and training activity provides effective evidence in improving teachers' understanding and ability in implementing the Pancasila Student Profile Strengthening Project (P5).

Keywords: Independent Curriculum, Pancasila Student Profile Strengthening Project, Elementary School, Madrasah Ibtidaiyah.

INTRODUCTION

The curriculum affects the development of education. The curriculum, according to Law No. 20 of 2003, is a set of plans and agreements that outline the objectives, subject matter, teaching resources, and organizational strategies used to achieve certain academic goals. Learning activities are carried out under a series of designs and approvals regarding the content, objectives, learning materials, and methods that have been set in the curriculum to achieve the goals of the educational institution (Azis, 2018; Manalu et al., 2022; Suhandi & Robi'ah, 2022). The curriculum can be defined as a collection of learning implementation processes that provide meaningful learning experiences to students to achieve predetermined goals, targets, or ideals by considering student development (Aziz et al., 2022). The curriculum serves as a guideline and basis for educators to teach. Educators can assess how well students assimilate the experience and knowledge that has been provided through the curriculum (Ariga, 2022; Fatmawati & Yusrizal, 2020). The curriculum also serves as a plan to organize high-quality subjects, teaching materials, and educational structuring (Hudaidah & Ananda, 2021). Therefore, the curriculum is designed as a guideline to improve educational standards to suit the times. The preparation and development of the curriculum must be carried out based on various considerations or foundations to carry out the educational process and to facilitate the achievement of education and learning goals more efficiently and effectively (Azis, 2018; Santika et al., 2022).

The Independent Curriculum is the latest education policy launched by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) of Indonesia. One of the main focuses of this curriculum is the Pancasila Student Profile Strengthening Project (P5) which aims to shape students' character and competencies in accordance with Pancasila values. There are three types of learning activities in the independent curriculum (Rosmana, Iskandar, Ayuni, & Hafizha, 2023). First, learning in the classroom is carried out in a different way (recognizing the independence of students' abilities) so that students have enough time to learn ideas and strengthen their abilities (Pitaloka & Arsanti, 2022; Aprima & Sari, 2022). In addition, it allows teachers to choose teaching tools that suit the needs and characteristics of their students. Second, strengthening the Pancasila Student Profile is a co-curricular learning project that focuses on developing students' character and general competencies. Interdisciplinary learning is the basis of co-curricular learning (Pratiwi et al., 2023). Third, extracurricular learning is adjusted to students' interests (Purwanto, 2022; Khusni, Munadi, & Matin, 2022).

The independent curriculum includes the Pancasila Student Profile Strengthening project. The Pancasila Student Profile Strengthening Project was carried out in approximately one week and used a project-based learning approach. Furthermore, the independent curriculum was created in an effort to change a more flexible learning environment by emphasizing important topics and raising the profile of Pancasila students (Igant Erisza Maudyna, et., al, 2023). The independent

curriculum is also very important to help students acquire the knowledge and skills needed to become creative and independent people (Mukhibat, 2023). The project planning flow includes determining the facilitator team, determining the level of readiness of educational units, creating dimensions, themes, and time allocations, preparing modules, and designing a strategy for reporting project results (Kristiana Maryani & Tri Sayekti, 2023). Pancasila students are the embodiment of Indonesia students as lifelong students who have abilities around the world and behave with Pancasila values through six main dimensions (Yeni Fitriya & Ardiyan Latif, 2022). There is a difference of opinion about how teachers implement P5 (Pancasila Student Profile Strengthening Project) in the independent curriculum in elementary schools. This study aims to identify mistakes made by teachers when implementing P5 (Yeni Fitriya & Ardiyan Latif, 2022). The implementation of the P5 program is relatively new and requires an effective planning, implementation, and evaluation model that must be applied by schools and supervisors, its implementation in schools is still a difficult challenge. Because the learning is separate from the learning outcomes of each subject, the form of reporting learning outcomes is also different. Until now, it is not clear what the reporting model is (Tantan Hadian, et, al, 2022).

The implementation of P5 requires commitment, cooperation, and seriousness from all involved (Nabila Ratri Widya Astut., et., al, 2023). P5 with the theme of entrepreneurship can help students develop the competencies and traits of Pancasila students: faith, fear God Almighty, noble character, global diversity, work together, be independent, think critically, and be creative (Desi Aulia, et., al, 2023). In the end, with this training, SD/MI teachers will be more prepared and confident in implementing the Independent Curriculum and P5 in their classrooms. This will have a positive impact on the quality of education and the formation of the character of elementary school students in Indonesia. To become professional teachers, they must have strong morals, the ability to teach their students, a mastery of the subject matter they will teach, and academic and educational qualifications appropriate to their field of duty. They must also understand various education systems, such as lesson plans, syllabus, curriculum, and KKM. They must also have a strong drive and desire to impart their knowledge to all their students.

To implement the Independent Curriculum and P5 at the elementary school level (SD/MI), teachers must be very prepared and understand the concepts and teaching methods that are in accordance with this new curriculum. However, many SD/MI teachers do not fully understand the concepts and teaching methods that are in accordance with this new curriculum, which can hinder the implementation of the curriculum in the field. To overcome this problem, SD/MI teachers need special training to improve the implementation of the Independent Curriculum, especially for P5 teachers. This training aims to improve teachers' ability to implement a project-based learning approach that is in line with Pancasila values, as well as develop learning strategies that can help students achieve the expected student

profile. P5 activities in elementary schools are very diverse and adapted to the lessons.

METHODS

Implementation Method

This community service is carried out through the implementation of the independent curriculum, especially in the project to strengthen the Pancasila student profile (P5) for 20 elementary / MI teachers at the Al Ashriyyah Nurul Iman Islamic Boarding School, Jl Nurul Iman No.1, Waru Jaya Village, Parung, Bogor, West Java, went well and smoothly with the use of the face-to-face Technical Operational Program in the classroom.

Time and Place

The implementation of this training will be held from June 21 to 22, 2024, the training will be carried out face-to-face (offline) at the Al Ashriyyah Nurul Iman Islamic Boarding School, Jl Nurul Iman No.1, Waru Jaya Village, Parung, Bogor, West Java.

Tools and Materials

In this training, various hardware such as projectors, computers or laptops, sound systems, and others are used to convey the material. The material is provided in the form of live tutorials and PowerPoints. Some of the other facilities or tools used are as follows: Whiteboards, curriculum and devices that are currently used, *sticky notes*, large newspapers, markers, print out data of P5 elements.

Implementation Stage

The stages in the training to support the success of community service are through direct material explanations, namely:

1. In the first stage, the identification of problems in the Implementation of the Independent Curriculum and the Pancasila Student Profile Strengthening Project (5). 3 Learning Stations were prepared for case studies, Station 1: IKM Problems, Station 2: P5 Problems, Station 3: Differentiated Learning Problems.
2. The next stage is the sharing of findings from the *learning station*,
3. The next stage explains the introductory material for the preparation of the group: Teaching module, P5 module, Differentiated Learning Plan
4. The fourth stage is the development of teaching module devices, P5 modules, differentiated learning plans.
5. Then the last stage is practice and assignment in making teaching modules, p5 modules, differentiated learning plans.
6. aforementioned.

RESULT & DISCUSSION

Result

The results of this teacher evaluation are used by the Research and Community Service Team for upcoming P2M (Research and Community Service) activities. The teachers considered this activity to be very useful to improve teachers' ability to implement the independent curriculum, especially in the context of the project to strengthen the Pancasila student profile (P5) for elementary school teachers. Therefore, the teacher welcomed and appreciated the UNJ Pendas S3 Program, which had planned this P2M activity. The figure below shows the results of the questionnaire given to the trainees to improve the implementation of the independent curriculum, especially in the Pancasila Student Profile Strengthening Project (P5) for Elementary/MI Teachers:



Figure 1. Results of the Questionnaire on Strengthening

From the results of the questionnaire contained in the picture, it can be seen that the results of the questionnaire in the evaluation of the implementation of training to strengthen the implementation of the independent curriculum, especially in the project to strengthen the Pancasila student profile (P5) for elementary / MI teachers, 79.95% are very good, 52.00% are good, 18.85% are adequate. That this digital teaching material development training is useful and beneficial for teachers in order to increase the competencies that a teacher must have, namely compiling and designing learning with interesting teaching materials.



Figure 2. P2M team and training participants and teachers of elementary/middle school teachers at Al Ashriyyah Islamic Boarding School



Figure 3. Teachers are participating in training to strengthen

Discussion

Community service activities by providing training to elementary school teachers to help them understand and implement the independent curriculum in learning, training to strengthen the implementation of the independent curriculum, especially in the project to strengthen the Pancasila student profile (P5) for MI teachers at the Al Ashriyyah Nurul Iman Islamic Boarding School, Jl Nurul iman No.1, Waru Jaya Village, Parung, Bogor, West Java, went well and smoothly with the use of the Technical Operational Program face-to-face in class.

Training activities are carried out through discussions, demonstrations, and hands-on practice. The above operational program allows trainees to present the results of creating a flow of learning objectives directly in the classroom. This allows

participants to improve their ability to design teaching modules based on the Pancasila student profile with 6 elements. The purpose of the training carried out in the context of community service activities is to improve teachers' ability to apply a project-based learning approach that is in line with Pancasila values and develop learning strategies that can help students achieve the expected student profile. In elementary schools, P5 activities are very diverse and adapted to the lessons and in supporting the implementation of the independent curriculum, especially in the project to strengthen the profile of Pancasila students. This activity provides a foundation that can be used regularly, organized, and sustainably. Supporting Factors: This community service activity is positively supported by the following factors: a) Many parties involved have given positive responses, starting from the permission given to the representatives of all trainees, which shows that the program can run well and quite well; b) This program is right on target, and many teachers still have difficulty implementing the independent curriculum, especially in the project to strengthen the Pancasila student profile (p5) for elementary / middle school teachers in accordance with the needs of students. This training program provides experience and skills that are critical to the learning success of the students. Inhibiting Factors: This activity can be completed successfully because there are no obstacles when it is done. Technical factors related to the speed and sufficient implementation time, as well as the involvement of lecturers and students, are some of the obstacles that may arise.

Community service activities of the UNJ Postgraduate S3 Pendas Study Program were evaluated through assistance training to strengthen the implementation of the independent curriculum, especially in the Pancasila (P5) student profile strengthening project for MI teachers. The results of the survey showed that one hundred percent of teachers found the training in the development of teaching materials useful, and one hundred percent of participants stated that the training was easy to follow.

The P2M team from the Postgraduate Doctoral Program in Basic Education at the State University of Jakarta (UNJ) carried out the Community Service Program (P2M) with the theme "strengthening the implementation of the independent curriculum, especially in the project to strengthen the Pancasila (P5) student profile for MI teachers at the Al Ashriyyah Nurul Iman Islamic Boarding School, Jl Nurul iman No.1, Waru Jaya village, Parung, Bogor, West Java" from June 21 to 22, 2024. P2M activities are carried out according to the schedule set by the P2M team. After completing the P2M activity, the team wanted to know the reaction of the P2M target group, namely MI teachers. Therefore, the P2M Team of the S3 TP Doctoral

Study Program provided 20 evaluation questions about the implementation of this P2M. A total of 20 teachers from SMAN 1 Mande participated in the training and 13 filled out the evaluation.

CONCLUSIONS

The results of this community service activity show an increase in the ability to create teaching modules. Furthermore, from the input of the trainees about the obstacles faced when implementing the independent curriculum, especially in the project to strengthen the Pancasila student profile (P5) for elementary/MI teachers, the understanding of teachers is different. This can be an input to break down the material into microlearning parts or add time for further training so that the training assessment is not too heavy.

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