



Study Of Readiness Of The Implementation Of The Pancasila Student Profile Strengthening Project (P5) In The Implementation Of The Independent Curriculum Based On Teachers' Perception At SMAN 1 LTD

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Abstract

The purpose of this study was to examine how the readiness of SMAN 1 Logas Tanah Darat is seen from the perspective of teachers as educators in implementing P5 in the independent curriculum. This study is basic research, which is oriented towards explanation in order to anticipate a symptom/phenomenon that arises with the Pancasila student profile strengthening project (P5) to support the implementation of the independent curriculum. Data collection was carried out through interviews and questionnaires. The data analysis technique used was qualitative analysis of the Miles and Huberman models. The results of the study showed that the average teacher perception on the co-curricular understanding indicator is 41.67% with a very low understanding category, the P5 objective indicator is 100% with a very high understanding category, the P5 content indicator is 83.33% with a high understanding category, the P5 process and evaluation indicators are each 91.67% with a very high understanding category. The average teacher perception for all indicators, obtained a percentage score of 81.668% with an understanding category tall.

Keywords: Educators, Implementation of P5 Project, Independent Curriculum, Readiness, Students

1. Introduction

The Pancasila Student Profile Strengthening Project (P5) is a project-based co-curricular program that is characteristic of the implementation of the independent curriculum.[1] The P5 project helps students in building soft skills and character development through Graduate Competency Standards as its foundation.[2],[3],[4] As stated in Ministerial Regulation Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture, P5 represents individuals in gaining knowledge throughout their lives in order to become globally competent and adhere to the principles and ideals of Pancasila.[5] The profile of Pancasila students consists of six dimensions, namely: 1) faithful, devoted to God Almighty, and noble, 2) independent, 3) cooperative, 4) globally diverse, 5) critical thinking, and 6) creative.

The Pancasila Student Profile Strengthening Project (P5) must be understood by all stakeholders, especially teachers as educators, so that it can be implemented properly. Teachers are expected to be able to develop learning strategies that are appropriate to the needs of each student, so that each student can achieve their potential to the maximum. The key to the success of implementing P5 in the implementation of the independent curriculum is inseparable from the role of teachers as educators and students.[6] A teacher is required to be able to be active, creative, innovative, enthusiastic and skilled in order to become a

facilitator of change in schools. Therefore, qualified teachers are required to ensure that the Pancasila Student Profile Strengthening Project runs smoothly and optimally.[7]

SMAN 1 Logas Tanah Darat has implemented the independent curriculum in 2022. All learning processes are gradually being implemented to meet the achievement of the independent curriculum. Likewise with the project to strengthen the profile of Pancasila students. Based on the results of interviews with chemistry teachers at SMAN 1 Logas Tanah Darat, 1) teachers do not understand the concept of P5, 2) teachers have not received and received training related to P5, 3) the implementation of the P5 Project does not fully make students independent, think critically and reflectively, 4) the evaluation of the P5 Project is not comprehensive, 5) teachers do not understand the evaluation of the P5 project, 6) not all P5 projects use project-based learning.

Previous research on teacher perceptions of P5 activities as an application of differentiated learning in the independent curriculum in the digital era showed that the independent curriculum offers a new paradigm in the world of education, teachers can become agents of change to create more adaptive and inclusive learning.[8] The integration of P5 with a differentiated learning approach in the independent curriculum in the digital era is expected to improve the understanding and application of Pancasila values in students

holistically, so that students grow into citizens who love their homeland, have strong personalities, and are able to contribute positively to advancing the nation and state.[9]

Furthermore, research on the perception of teachers as educators towards the Implementation of P5 in welcoming the implementation of the Merdeka Curriculum at SMKS Karsa Mulya Palangkaraya shows that from the aspect of teachers as educators, there is readiness of human resources in preparing teaching modules, project modules from P5 and conducting project-based learning.[10] Research on P5 as a co-curricular program: a study of teacher perception analysis states that teacher perceptions of P5 reviewed from several indicators are still categorized as sufficient or not good. Therefore, efforts are needed to improve teacher understanding of P5, one of which is through the use of the Merdeka Teaching platform as a medium for independent teacher training that can be done anywhere and anytime.[11]

Based on the description above, with the major changes that occurred from the previous curriculum to the independent curriculum, it is certainly necessary to know how prepared the teachers of SMAN 1 Logas Tanah Darat as educators are, how prepared the students are and how the educational units, especially SMAN 1 Logas Tanah Darat, can be improved so that students can be actively involved in the entire series of activities, teachers as educators act as learning facilitators who are expected to help students optimize their learning process, and educational units act as supporters of the implementation of the curriculum. Thus, there is an urgency to conduct research on the Study of Readiness for the Implementation of the Pancasila Student Profile Strengthening Project (P5) in the implementation of the Independent Curriculum based on the perceptions of teachers at SMAN 1 Logas Tanah Darat.

2. Research Methods

This research is a quantitative descriptive research.[12] This research was conducted at SMAN 1 Logas Tanah Darat, in May - August 2024. The sample in this study were 3 chemistry teachers of SMAN 1 Logas Tanah Darat. This research method is descriptive by describing 5 indicators measured against P5, namely:

- 1) Co-curricular understanding indicator
- 2) objective indicator P5
- 3) content indicator P5
- 4) process indicator P5
- 5) evaluation indicator P5

Data collection techniques in the form of a questionnaire containing 20 statements. Furthermore, interviews were conducted to

strengthen the answers to the questionnaire given to 3 chemistry teachers. Interview questions included the P5 planning flow, themes in P5, module components P5 and activity syntax P5.

Data analysis techniques using Miles and Huberman.[13] Data analysis using the content analysis method, namely: data reduction, data display, conclusion drawing/verification.

To determine the readiness of chemistry teachers, the results of the analysis of each question item are taken as an average of positive statements and converted to predetermined criteria. There is an interpretation and decision making about the results of data analysis on research that can be converted using the percentage range and qualitative criteria as follows (Table 1):

No	Interval	Criteria
1.	Percentage \leq 44%	Very Low Understanding
2.	45% < Percentage \leq 58%	Low Comprehension
3.	59% < Percentage \leq 72%	Sufficient Understanding
4.	73% < Percentage \leq 86%	High Understanding
5.	87% < Percentage \leq 100%	Very High Understanding

(Developed by Riduwan¹⁴)

3. Results and Discussions

Based on the results of the study through a questionnaire obtained information regarding the perceptions of teachers at SMAN 1 Logas Tanah Darat regarding the implementation of the Pancasila Student Profile Strengthening Project (P5) in the implementation of the Independent Curriculum, presented in the diagram below:

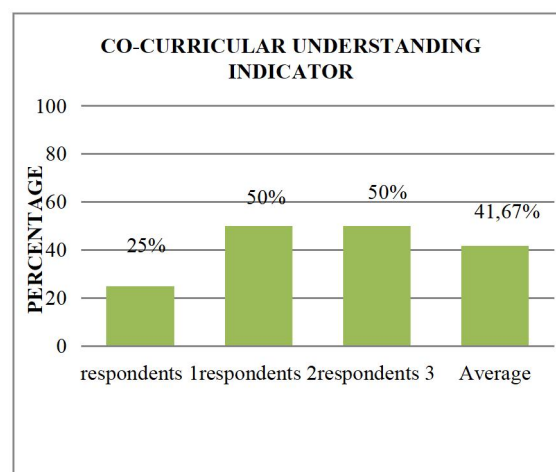


Figure 1. Diagram of teacher responses to co-curricular understanding indicators

Based on Figure 1 above, it can be seen that the average teacher perception related to the co-curricular understanding indicator has a percentage of 41.67%. This score means that the teacher's

understanding of co-curricular is in the very low understanding category.

The low understanding of teachers is caused by co-curricular not being a special concern for chemistry teachers at SMAN 1 Logas Tanah Darat and there is no clear guidance such as intracurricular. In addition, chemistry teachers have not received and received training related to the P5 project. Co-curricular programs can sometimes be implemented spontaneously and certainly not well planned.[11] Furthermore, teacher perceptions when viewed from the understanding of the objectives of P5 are presented in the following diagram in Figure 2:

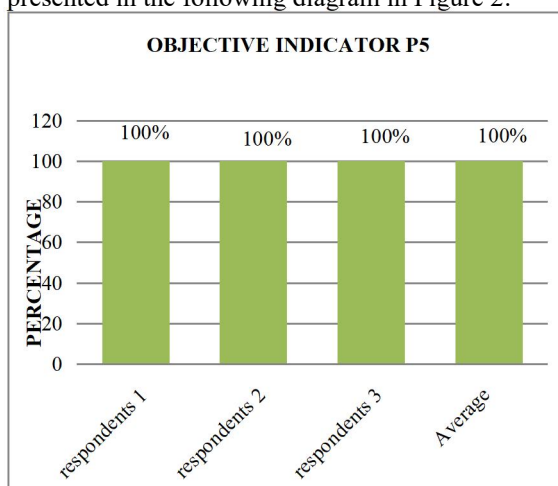


Figure 2. Teacher response diagram for Objective Indicator P5

Based on the diagram in Figure 2 above, it can be seen that the teacher's perception of the P5 objective indicator has an average percentage of 100%. This means that the teacher's understanding of the objectives of the P5 project implementation is in the Very High understanding category.

This is interesting because in the P5 objective indicator, the perception of all chemistry teachers is at a very high score, namely 100%, while this data is inversely proportional to the teacher's understanding of co-curricular which is in the very low category (Figure 1).

This means that in the P5 project objectives, teachers have begun to understand that P5 must be developed in order to foster the character of students to become active individuals, develop skills, attitudes and knowledge which of course become values in learning achievements. Students are guided to have the ability to solve problems through P5 activities and of course can become responsible individuals and appreciate the process more.[15]

Furthermore, teacher perceptions on the P5 content indicators are presented in the following diagram in Figure 3:

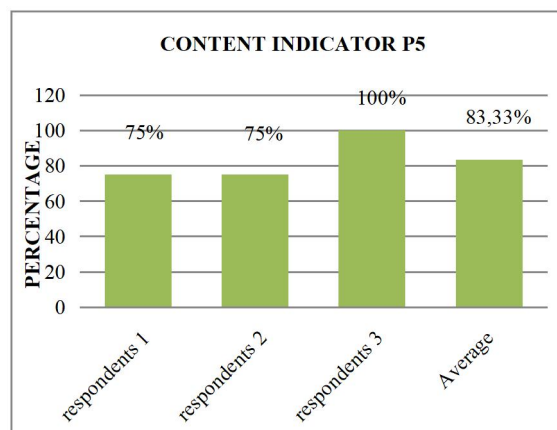


Figure 3. Teacher response diagram for Content Indicator P5

Based on Figure 3 above, it can be seen that the average percentage of teachers' understanding of the contents of P5 is 83.33%. This means that teachers' understanding of the contents of P5 is in the high understanding category. This is interesting because Chemistry teachers at SMAN 1 Logas Tanah Darat already know the mandatory themes offered by the government in the implementation of the P5 project.

However, teachers do not yet know that the P5 project requires data and information collection as well as analysis and interpretation processes from students. In addition, according to teachers, the P5 project does not challenge students to think critically and reflectively about their findings and learning processes.

Next, Figure 4 below shows the percentage of chemistry teachers' understanding of the P5 process.

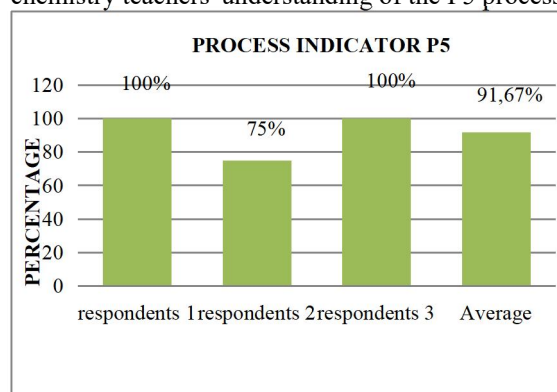


Figure 4. Teacher response diagram for Process Indicator P5

Based on the diagram in Figure 4 above, it means that teachers' understanding of the P5 process has an average percentage score of 91.67%. This score also means that teachers' understanding of the P5 process or teachers' understanding of the implementation of P5 is in the very high understanding category.

Teachers at SMAN 1 Logas Tanah Darat already understand how to implement the P5 project,

although at the beginning of this curriculum, teachers had not received any training related to the P5 project. Finally, teachers' understanding of the P5 evaluation indicators is presented in Figure 5 below.

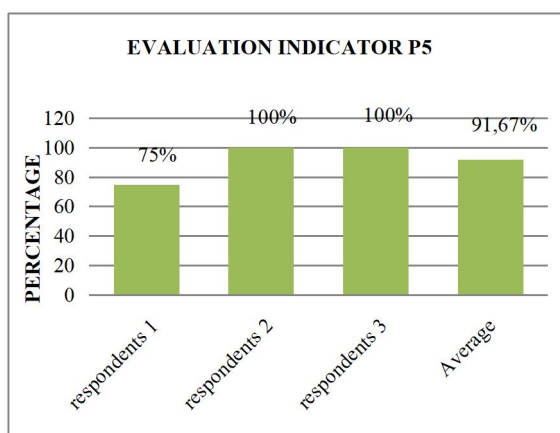


Figure 5. Teacher response diagram for Evaluation Indicator P5

Based on Figure 5 above, it shows that teachers' understanding of the P5 evaluation indicators or how teachers evaluate P5 has an average percentage score of 91.67%. This means that teachers' understanding of P5 evaluation is in the very high understanding category. This means that chemistry teachers at SMAN 1 Logas Tanah Darat already understand how the P5 evaluation process works, even though they have not received any training related to it.

Evaluation activities are important to do because the design stage of the P5 Project module uses the Backward Design strategy, meaning that according to the Ministry of Education and Culture, design starts from determining objectives, assessments and activities.[11]

Next, the average of all indicators regarding teacher perceptions of the implementation of the P5 Project at SMAN 1 Logas Tanah Darat will be presented in Figure 6 below:

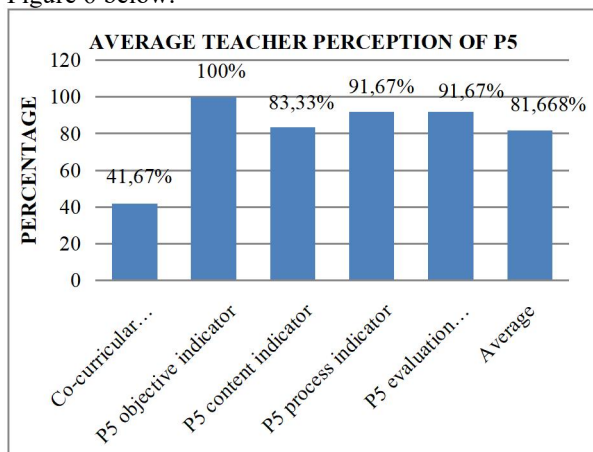


Figure 6. Diagram of average teacher responses to the implementation of the P5 Project

Based on Figure 6 above, it shows that the average teacher understanding of the implementation of the P5 project is at a percentage score of 81.668%. This means that teacher understanding if averaged from all the indicators measured is obtained in the high understanding category. For the co-curricular understanding indicator score, it is the lowest score among other indicators, which requires more attention from the government.

Officially, training on the independent curriculum was only carried out in 2500 driving schools spread throughout Indonesia so that not all teachers have received and received training related to the independent curriculum, especially training on the P5 project.[11]

However, this is not a significant obstacle for chemistry teachers at SMAN 1 Logas Tanah Darat. In the era of open information like today, teachers can gain an understanding of the implementation of the P5 project through the internet independently, either by attending webinars or conducting training independently at school. One of the efforts to support independent learning is through the Freedom to Teach Platform (PMM) provided by the government.[11]

Therefore, chemistry teachers at SMAN 1 Logas Tanah Darat are advised to access the Freedom to Teach platform so that teachers' perceptions of P5 as a co-curricular program can run well.

4. Conclusion

Based on the explanation above, it can be concluded that the teacher's perception of the readiness of the implementation of the Pancasila student profile strengthening project (P5) in the implementation of the independent curriculum obtained an average teacher perception on the co-curricular understanding indicator of 41.67% with a very low understanding category, the P5 objective indicator of 100% with a very high understanding category, the P5 content indicator of 83.33% with a high understanding category, the P5 process and evaluation indicators were each 91.67% with a very high understanding category. As for the average teacher perception for all indicators, a percentage score of 81.668% was obtained with a high understanding category.

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