Implementation of Celebrating Diversity in the Global Diversity Theme Pancasila Student Profile Strengthening Project (P5) in Class VB SD Baiturrohman GMI

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Abstract:
Character education is now a focal point in Indonesia's education system, aligning with national development goals to cultivate students who embody faith, piety, noble character, health, knowledge, competence, creativity, independence, and responsibility. To counter the erosion of moral values in adolescents influenced by modernization and globalization, effective character education implementation is crucial. Since the 2013 curriculum is deemed ineffective, the project-based independent curriculum aims to fortify students' characters. SD Baiturrohman GMI Jember is among the schools that have adopted this approach. This qualitative research illustrates the implementation of the Pancasila Student Profile Strengthening Project (P5), emphasizing tolerance in Class V-B SD Baiturrohman GMI. P5, themed "Global Diversity," unfolds in four stages: Variety of Greetings, Celebrations, Virtual Tours, and Collaboration in the Virtual World. Students engage in enjoyable activities like treasure hunting, crafting board games, virtual tourism exploration, and collaborative online ventures. Notably, these activities enhance understanding and practice of tolerance, showcasing the effectiveness of project-based learning facilitated by teachers. However, further efforts are required to ensure all students achieve the P5 goals.

Keywords: *Character Education, Independent Curriculum, Pancasila Student Profile Strengthening Project, Tolerance*

Introduction

Indonesia has national educational goals outlined in the 2003 National Education System Law, Article 2, which essentially states that Indonesia aims to develop the skills, character, and dignity of its people in order to elevate the nation's civilization and enlighten the lives of its citizens. The goal is to nurture students' potential to become individuals who are faithful, pious, morally upright, healthy, knowledgeable, competent, creative, independent, and responsible citizens[1]. In alignment with these objectives, Indonesia must prioritize character education to guide and shape the mindset and behavior of students, who are the nation's future. Character education is a manifestation of traits and behaviors that align with Indonesia's cultural heritage. To achieve this, the

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[1] Tutuk, N. (2017). *Implementasi Pendidikan Karakter.* STAIN Press, Purwokerto. https://eprints.uinsaizu.ac.id/2464/, p.8

government initially introduced the 2013 curriculum, hoping it would fulfill national educational goals by not only emphasizing intellectual learning but also balancing it with emotional and spiritual capabilities[2]

Five main characters of character education are religiosity, nationalism, integrity, independence, and mutual cooperation. Implementation requires synergy from various educational centers, including schools, families, and community groups, to ensure optimal learning. Teachers play a crucial role as educators delivering understandable subjects, facilitators assisting students in achieving their learning goals, gatekeepers filtering negative content, connectors linking students to learning sources, and catalysts capable of exploring and optimizing each student's potential.

Despite these efforts, contemporary influences of modernization and globalization pose challenges. The influx of foreign cultures, both positive and negative, facilitated by social media, may normalize foreign concepts for the younger generation. Lack of filters to distinguish negative and positive content is a concern. The penetration of foreign cultures may endanger individuals and communities, necessitating the urgency of character education implementation in Indonesia[3].

However, despite these efforts, there is still considerable moral and character degradation among adolescents, as highlighted in a literature study by Irmawati Musa in 2023. The study reveals alarming ethical and moral violations and legal transgressions among students and university students, ranging from minor to serious offenses. The primary cause of moral degradation is attributed to family environments, followed by school and societal factors. The foundational moral development that should occur within the family is hampered due to parents' mindset that hands over complete responsibility for their child's education to teachers and schools[4].

In addition to moral challenges, social media exacerbates issues like online bullying, religious blasphemy, intolerance towards ethnicities, races, genders, and religions, online begging, pornography, and more. These moral and religious deviations are freely accessible to individuals of all ages, resulting in a surge of negative news about student suicides and other negative incidents (Many Cases of Student Suicides, Commission X Requests Strengthening Counseling Services, 2023).

The implementation of the 2013 curriculum has proven less effective, possibly because character education content lacks clear practical implementation. Thus, a solution involves real-life learning experiences to apply character education realistically. In response to these challenges, the

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[2] Tutuk, N. (2017). *Implementasi Pendidikan Karakter*, p.3
[3] Tutuk, N. (2017). *Implementasi Pendidikan Karakter*, p.3
[4] Musa, I. (2023). "Studi Literatur: Degradasi Moral Di Kalangan Remaja". Ezra Science Bulletin, 1(2), Article 2. https://doi.org/10.58526/ez-sci-bin.v1i2.31, p.226-229

government introduced the Merdeka Curriculum in 2022, characterized by its simplicity, flexibility, and potential to address learning loss due to the Covid-19 pandemic and uplift Indonesia's education sector. However, the Merdeka Curriculum shares similarities with the 2013 curriculum, particularly in the existing character education component. The difference lies in the Merdeka Curriculum's practical application of character education through project-based learning based on the Pancasila Student Profile[5].

The Pancasila Student Profile Strengthening Project is an extracurricular or co-curricular activity in schools aimed at enhancing students' knowledge and reinforcing classroom learning. It provides students the opportunity to explore scientific knowledge, develop skills, and cultivate the six dimensions of the Pancasila student profile: faith, piety, noble character, independence, mutual cooperation, global diversity, critical thinking, and creativity. The project delves into themes and important issues such as sustainable lifestyle, health, tolerance, mental well-being, culture, entrepreneurship, technology, and democratic life, allowing students to take real action in response to these issues (Ministry of Education, Culture, Research, and Technology, 2023). One school implementing the Merdeka Curriculum in Jember is SD Baiturrohman GMI.

SD Baiturrohman GMI, located in the Griya Mangli Indah housing complex, aims to build the character, moral conduct, and high intelligence and creativity of its students. The school's distinctiveness lies in students' ability to memorize at least 2 chapters of the Quran, daily prayers, and habits of performing the five daily prayers. Thus, the six dimensions of character education in the Pancasila Student Profile align with the school's profile.

This research aims to elucidate the practical implementation of the Pancasila Student Profile Strengthening Project (P5) in promoting the dimension of tolerance in Class V. The study also investigates the success of implementing.

Methods

This is a qualitative research with a descriptive qualitative method. The analysis results from this descriptive approach aim to describe the researched situation narratively. The researcher endeavors to explain the implementation of P5 learning with the theme "Bhinneka Tunggal Ika" phase C in Class V-B at SD Baiturrohman GMI. The research subjects consist of the homeroom teacher of Class V-B and 20 students from Class V-B. The research was conducted over five sessions. The data collection techniques employed in this study include participatory observation, where the researcher actively engages in activities, documentation through written records of

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[5] Prayudha, G. S. (2023, Januari 29). Pendidikan Karakter dalam Kurikulum Merdeka—Radar Banyuwangi. https://radarbanyuwangi.jawapos.com/opini/75921153/pendidikan-karakter-dalam-kurikulum-merdeka

student grades and photos taken during the research process, questionnaires assessing students' understanding of the material presented, and structured interviews with the teacher to obtain a comprehensive view of understanding and tolerance practices within P5.

The data analysis techniques utilized by the researcher involve qualitative analysis derived from participatory observation, interviews, and documentation. Additionally, a quantitative descriptive analysis is performed using questionnaire results to illustrate students' understanding of tolerance practices.

Results and Discussion

Pancasila Student Profile Strengthening Project (P5)

P5 (Pancasila Student Profile Strengthening Project) is an effort to manifest character education in schools. The implementation is carried out by teachers through independent learning and utilizing modified learning tools provided by the Ministry of Education, Culture, Research, and Technology and the independent learning platform. The *Merdeka Belajar* curriculum is a perspective that grants freedom to teachers and students to determine learning strategies and methods aimed at creating a concept of enjoyable learning and developing characters in line with Indonesian culture[6]. In P5 learning, students are expected, both conceptually and contextually, to form and execute a project to develop their talents and interests. In this learning process, students can develop self-confidence and enhance their potential for creativity while discovering their abilities in specific fields. Teachers play the role of facilitators, guiding students in collaborative learning through the projects they create[7].

In the Pancasila Student Profile Strengthening Project, students are given the opportunity for enjoyable, flexible, interactive learning directly engaged with the surrounding environment. During this learning process, students can investigate, solve problems, and make decisions, allowing the cultivation and development of the characters of mutual cooperation and creativity[8].

Global Diversity Theme in P5 for Grade V

In the Pancasila student profile, there are six main characteristics: belief, piety towards the Almighty, noble character, global diversity, mutual cooperation, independence, critical thinking, and creativity. Within these six main characteristics, the government aims to develop the character

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[6] Pratiwi, E. Y. R., Asmarani, R., Sundana, L., Rochmania, D. D., Susilo, C. Z., & Dwinata, A. (2023). Analisis Implementasi Kurikulum Merdeka Belajar terhadap Pemahaman P5 bagi Siswa Sekolah Dasar. Jurnal Basicedu, 7(2), Article 2. https://doi.org/10.31004/basicedu.v7i2.4998

[7] Pratiwi, E. Y. R., Asmarani, R., Sundana, L., Rochmania, D. D., Susilo, C. Z., & Dwinata, A. (2023). Analisis Implementasi Kurikulum Merdeka Belajar terhadap Pemahaman P5 bagi Siswa Sekolah Dasar, p. 1314

[8] Mery, M., Martono, M., Halidjah, S., & Hartoyo, A. (2022). Sinergi Peserta Didik dalam Proyek Penguatan Profil Pelajar Pancasila. Jurnal Basicedu, 6(5), 7840–7849. https://doi.org/10.31004/basicedu.v6i5.3617, p. 7848

of global diversity, emphasizing the strengthening of character elements to preserve the nation's culture, locality, and identity while preventing radicalism originating from various external cultures, promoting open-mindedness, and fostering mutual respect[9].

In the 5th-grade P5 learning, themed "Global Diversity," there is a lesson that celebrates diversity with the goal of helping students understand and practice the value of peace in daily life through understanding obstacles to peace, celebrating diversity, and building peace. Understanding obstacles to peace involves inviting students to understand and directly experience obstacles and challenges to peace, such as prejudice. This understanding provides students with the ability to avoid and eliminate biases, promoting a wiser understanding of differences or diversity. Celebrating diversity involves recognizing various diversities through visual drama story activities so that students can learn about cultural, religious, and perspective diversities.

The final part, building peace, encourages students to practice peace values, such as building collaborative communication with people from different backgrounds, allowing students to get to know individuals from various backgrounds. In this research, the researcher will describe the implementation of P5 with a theme of global diversity, specifically focusing on building peace, in Class 5B at SD Baiturrahman Griya Mangli Indah, Jember.

Building Peace Part I: Variety of Greetings

The variety of greetings aims to introduce students to various greetings from different religions. The preparation for this involves preparing worksheets for students, writing various greeting sentences from different religions, and preparing Flash Cards containing names or symbols of religions in Indonesia. In practice, the teacher first introduces greetings from various religions, raises a Flash Card containing the symbol of one religion, and asks students to greet according to the shown religion. The teacher can also provide meanings for each greeting from each religion.

In P5 learning in Class 5B at SD Baiturrahman, the learning is conducted through a treasure hunt strategy. Students and their groups are instructed to find a straw containing various greetings. They are tasked with finding 6 greetings from 6 different religions in Indonesia. Subsequently, students are given a worksheet containing images of religious figures and match them with the treasures they found. Afterward, students memorize these various greetings along with their meanings and are called one by one according to their attendance numbers to test their understanding of greetings from 6 religions in Indonesia.

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[9] Alif Okta Nabila, & Wulandari, M. D. (2022). Elemen Berkebhinnekaan Global Pada Buku Tematik Siswa Kelas Iv Sekolah Dasar Tema Indahnya Keragaman Di Negeriku. Jurnal Cakrawala Pendas, 8(3), 788–797. https://doi.org/10.31949/jcp.v8i3.2607, p. 789

Image 1. Treasure Hunt

Image 2. Matching Various Greetings on Worksheets

Image 3. Memorizing Various Greetings from 6 Religions in Indonesia

Building Peace Part II: Celebrations

Building peace part two involves celebrations, where students are invited to learn about major religious celebrations through a self-made board game. The preparation for this learning activity includes students gathering information about major celebrations and

festivals from various religions. Students are then asked to prepare cardboard sheets, scissors, and writing tools.

Next, students create a game board, similar to Monopoly or Snakes and Ladders. The game board contains cards that students will draw to test their understanding of celebrations and festivals from various religions. Students are also tasked with creating special cards at specific locations on the game board for more challenging questions.
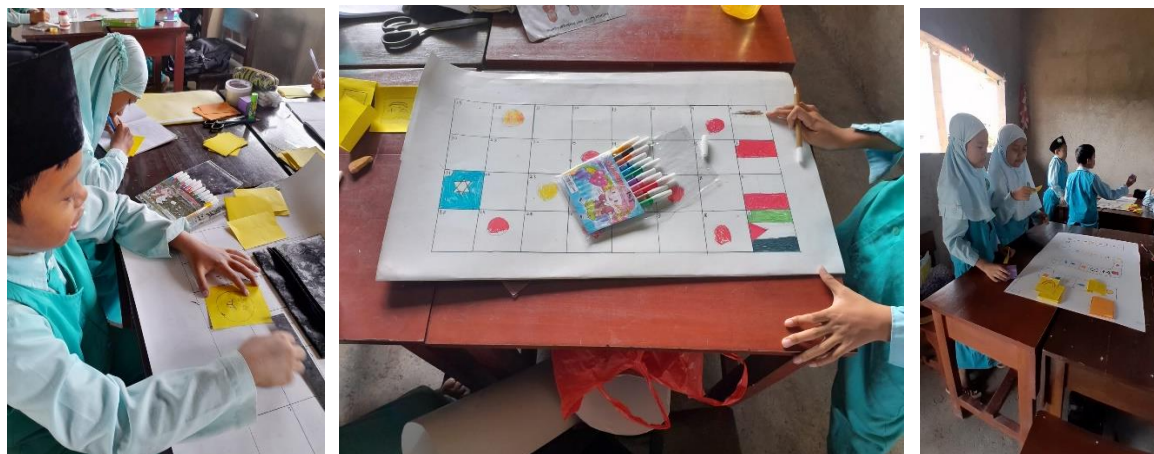

Image 4. Board Game Creation Activity

Image 5. Board Game Creation and Playing Activity

Building Peace Part III: Virtual Tour

The third part of building peace is the virtual tour, where students are provided with the opportunity to explore the virtual world to discover places of worship from various religions. Students are encouraged to bring their own smartphones. They are allowed to search for information about places of worship from different religions and choose one to

draw in their sketchbooks. Afterward, students present the religion they drew and the information they gathered while exploring the virtual world.

Image 6. Virtual World Tour and Drawing Places of Worship Activity

Image 7. Virtual World Tour and Drawing Places of Worship Activity

Building Peace Part IV: Collaboration in the Virtual World

The fourth part of building peace is collaboration in the virtual world, aimed at creating together with students from different religions in the virtual realm. The concept involves students engaging in a collaborative drawing activity with participants from various schools and religious backgrounds, conducted on a web or online platform that enables multiple individuals to draw together virtually. The goal of this program is to foster collaboration and communication among students with diverse backgrounds, including different religions.

In the implementation in Class 5B at SD Baiturrahman, there is a variation. Students are given time to draw and gather information about institutions based on various religions such as Islam, Protestant Christianity, Catholic Christianity, Hinduism, Buddhism, and Confucianism. Using a paint application, students draw about the schools they researched,

aligning with their choices from the previous session themed "Virtual Tour." After drawing in Paint, the teacher prints the students' artwork and facilitates coloring the pieces. Finally, students present their work in groups according to the chosen religion.
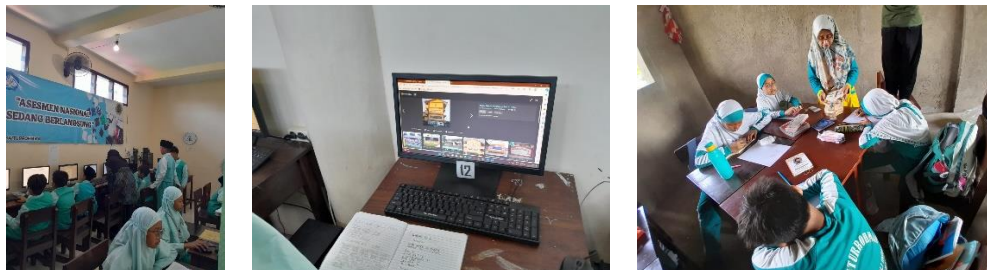

Image 8. Information Search and Drawing on Paint Application, as well as Coloring Activity

Image 9. Coloring the students' artwork and displaying the finished drawings.

Final Outcome of Building Peace Activities

The researcher found an improvement in understanding tolerance through these P5 activities. It is explained in this learning process that all religions are good and have their unique characteristics. Students now better comprehend the diversity of humanity on Earth, encompassing not only religion but also race, skin color, and other aspects. The researcher also observed that the strategies employed in this project-based P5 learning are effective in enhancing understanding and practicing tolerance. In an enjoyable manner, students are encouraged to delve into the differences among people, especially in terms of religion. Project-based learning proves to be more effective than lecture-based or problem-based learning alone. This aligns with the saying, "I hear and I forget, I see and I remember, I do and I understand."

According to the 5B Class Teacher, Mrs. Lailah Jamalah, project-based learning in P5 is excellent as it trains children to be independent and think critically. However, there are

some notes for refining P5 learning in terms of goals that should be experienced by all students in an institution. P5 learning is student-centered, so teachers only facilitate students in creating a project. This method is effective in enhancing tolerance in children, especially in the fifth grade, which is a crucial period for fostering open-minded thinking. They are instilled with the idea of being open-minded about the differences among people around them and how to respond to these differences, which is also a target in conducting a character environment survey. Therefore, it is deemed appropriate to be taught in the fifth grade.

Conclusion

The implementation of project-based learning has shown positive results in enhancing understanding and practicing tolerance among students. The research findings include: *Improved Understanding of Tolerance:* P5 activities successfully increased students' understanding of tolerance. Students acknowledged and appreciated religious diversity, understanding the importance of an open attitude towards differences. *Effectiveness of Learning Strategies:* Project-based learning methods, such as treasure hunting, creating board games, virtual tours, and collaboration in the virtual world, proved effective in achieving learning objectives. Students not only acquired knowledge but also developed practical skills and critical thinking. *Significance of the Pancasila Student Profile Strengthening Project (P5):* P5 learning provided a fun and interactive learning experience, fostering student creativity. Students had the opportunity to carry out projects, develop their talents, and discover their potential. *Contribution to Tolerance Character:* Learning with a theme of global diversity directly supported the development of tolerance character. Students engaged in activities celebrating diversity, understanding peace obstacles, and building peace through collaboration in the virtual world.

The implementation of the Pancasila Student Profile Strengthening Project (P5) with a global diversity theme in Class 5B SD Baiturrahman Griya Mangli Indah Jember proves that project-based learning is effective in enhancing students' tolerance character. By combining concepts of enjoyable, interactive, and participatory learning, P5 makes a positive contribution to the development of students' characters that align with Pancasila values and national character education goals. Therefore, P5 learning can be considered a relevant and worthwhile approach to be implemented at the elementary education level, especially in grade 5, as part of efforts to shape a tolerant and diverse generation.

Acknowledgment

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