

Implementation of the Strengthening Project for Pancasila Student Profiles (P5) in Grade IV B at Baiturrohman GMI Elementary School in Jember

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Abstract:

The purpose of this research is to examine the implementation of the Pancasila Student Profile Strengthening Project (P5) in Grade IV B at Baiturrohman GMI Elementary School in Jember. The research method used in this study is a qualitative research method with naturalistic observation, where the researcher aims to observe the learning enthusiasm and understanding of students during the implementation of the Pancasila Student Profile Strengthening Project (P5). The results of this research show that the implementation process of the Pancasila student profile strengthening project in Grade IV B is effective. In this project, students have the opportunity to learn about important themes or issues such as climate change, anti-radicalism, mental health, culture, technology entrepreneurship, and democratic life. This allows students to take real actions in responding to these issues according to their learning stages and needs. This is evident through the products produced by students, which align with the expectations of their teachers.

Keywords: *Project for Pancasila Student Profiles, Students, Elementary School*

Introduction

Based on the guidelines of the Ministry of Education and Culture and the Ministry of Research, Technology, and Higher Education Number 56 of 2022, the Pancasila Student Profile Strengthening Project (P5) is a co-curricular activity that focuses on a project-based approach to strengthen efforts in achieving competencies and characters in line with the Pancasila Student Profile based on the Graduation Competency Standards (SKL). Regarding this, it has been stipulated in Minister of Education and Culture Regulation No. 22 of 2016 that the learning process in educational units is conducted interactively, inspiringly, enjoyable, challenging, motivating students to actively participate, and providing sufficient space for initiatives, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students (Ministry of Education and Culture, 2016). In today's era, students are required not only to be listeners but also to actively participate in the classroom. If this point is related to the discussion of the teaching and learning process, then a teacher must be truly adept at following a learning process that is relevant to the needs of the times and tailored to the existing stages. In accordance with the Quran, An-Nur verse 35:

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اللَّهُ نُورُ السَّمَاوَاتِ وَالْأَرْضِ ۖ مِثْلُ نُورِهِ كَمِشْكَاةٍ فِيهَا مِصْبَاحٌ ۚ الْمِصْبَاحُ فِي زُجَاجَةٍ ۚ الزُّجَاجَةُ كَأَنَّهَا كَوْكَبٌ دُرِّيٌّ
يُوقَدُ مِنْ شَجَرَةٍ مُبَارَكَةٍ زَيْتُونَةٍ لَا شَرْقِيَّةٍ وَلَا غَرْبِيَّةٍ يَكَادُ زَيْتُهَا يُضِيءُ وَلَوْ لَمْ تَمْسَسْهُ نَارٌ ۚ نُورٌ عَلَى نُورٍ ۗ يَهْدِي
اللَّهُ لِنُورِهِ مَنْ يَشَاءُ ۗ وَيَضْرِبُ اللَّهُ الْأَمْثَالَ لِلنَّاسِ ۗ وَاللَّهُ بِكُلِّ شَيْءٍ عَلِيمٌ.

The meaning of this verse is as follows: "Allah is the Light of the heavens and the earth. The example of His light is like a niche within which is a lamp, the lamp is within glass, the glass as if it were a pearly [white] star lit from [the oil of] a blessed olive tree, neither of the east nor of the west, whose oil would almost glow even if untouched by fire. Light upon light. Allah guides to His light whom He wills. And Allah presents examples for the people, and Allah is Knowing of all things".

Based on the above verse, it depicts that producing a "*miyakat*" (lantern) requires a lengthy and interconnected process. Similarly, to nurture a student who is faithful, knowledgeable, and possesses specific skills requires certain stages, each with its own processes, ultimately giving rise to individuals who can contribute significantly to others, as Allah describes them as lanterns illuminating the path of human life.

It can be understood from this verse that teachers must follow the existing stages and tailor them to the abilities of students so that the learning objectives can be achieved. By implementing the Pancasila Student Profile Strengthening Project (P5), a teacher is making an effort to produce independent students who are taught and trained to prepare themselves for the future workforce¹.

The P5 Project is an effort to encourage the realization of the Pancasila Student Profile using a new paradigm through project-based learning. The Pancasila student profile consists of character and abilities built in daily life and brought to life within each individual student through the culture of the educational unit, intracurricular learning, Pancasila profile strengthening projects, and extra-curricular activities². The P5 Project, as a means of achieving the Pancasila student profile, is expected to provide students with the opportunity to "Experience Knowledge" as a process of strengthening character, as well as a chance to learn from their surrounding environment.

¹ Uma, "Mengenal Apa Itu P5 Pada Kurikulum Merdeka," [uma.ac.id](https://uma.ac.id/berita/mengenal-apa-itu-p5-pada-kurikulum-merdeka), 20 September 2023, <https://uma.ac.id/berita/mengenal-apa-itu-p5-pada-kurikulum-merdeka> - :~:text=Tahapan%20P5%20da-lam%20Kurikulum%20Merdeka,terdiri%20dari%20empat%20alur%20ber-i-kut.&text=Dari%20berbagai%20jalur%20yang%20telah,oleh%20peserta%20didik%20dalam%20P5

² Rizky Satria, et al., (2022), *Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila*. Kemdikbud.

In another study, researchers found at least one study with a similar title, titled "Implementation of the Pancasila Student Profile Strengthening Project on Local Wisdom Theme in Elementary School"³. In this study, researchers observed the implementation of the Pancasila Student Profile Strengthening Project (P5), with the difference lying in the chosen theme. While the previous study used the theme of local wisdom, the current researcher used the theme of sustainable lifestyle. Additionally, the population in the previous study was not very specific, mentioning only elementary schools, whereas the current researcher focused on students in Grade IV B at SD Baiturrohman GMI Jember.

According to the researcher's observations, students, when only given theory without direct practice, become confused and easily bored in the learning process. For instance, in Grade IV B at SD Baiturrohman, the researcher observed that when students were treated merely as subjects in a learning process, they initially paid attention when the teacher explained, but after a while, they became bored, leading to students talking among themselves and even causing disruptions. If this continues, it can pose problems in the learning environment, and the learning objectives may not be maximally achieved, with the risk of students not understanding the teacher's intentions.

Therefore, addressing these issues, the researcher aims to observe a specific learning experience in Grade IV B at SD Baiturrohman GMI and investigate the implementation of the Pancasila Student Profile Strengthening Project (P5) with the title "Implementation of the Pancasila Student Profile Strengthening Project (P5) in Grade IV B at SD Baiturrohman GMI Jember." The goal is to examine whether the enthusiasm of students to participate in learning will increase with the implementation of the Pancasila Student Profile Strengthening Project (P5) because they are directly engaged in practical activities rather than just listening to theoretical explanations from their teacher. The hope is that this research will be beneficial for readers and provide new insights from the research findings.

Methods

This study employs a qualitative research method with the type of naturalistic observation. Qualitative research emphasizes the quality or essential aspects of a product or service, such as events, phenomena, and social symptoms. Its focus is on the meaning behind these occurrences, which can serve as valuable lessons for the development of theoretical concepts. Qualitative research can be designed to contribute to practical theories, policies, social issues, and actions⁴.

³ Afriatmei Feny, (2023), "Analisis Pelaksanaan Projek Penguatan Profil Pelajar Pancasila Pada Tema Kearifan Lokal Siswa Kelas Iv Di Sdn Sisik Timur". S1 thesis, Universitas Mataram.

⁴ Djunaidi Ghony & Fauzan Almanshur, (2012), *Metode Penelitian Kualitatif*. Yogyakarta: Ar-Ruzz Media.

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The type of observation used in this study is naturalistic observation, which is a qualitative method involving comprehensive observation in a specific setting without altering it. The primary objective is to observe and understand individual behavior in specific situations⁵. The data collection techniques employed include interviews, observations, and documentation. The research is conducted at SD Baiturrohman GMI Jember, located at RJ2R+5C4, Wonosari, Mangli, Kec. Kaliwates, Kabupaten Jember, East Java. The population for this study comprises students in Grade IV B at SD Baiturrohman, with a sample size of 28 students exhibiting diverse learning characteristics.

Results and Discussion

The Pancasila Student Profile Strengthening Project (P5) provides an opportunity for students to 'Experience Knowledge' as a process of character strengthening and a chance to learn from their surrounding environment. In this project, students have the opportunity to explore themes or important issues such as climate change, anti-radicalism, cultural mental health, technology entrepreneurship, and democratic living. This allows students to take real actions in responding to these issues according to their learning stages and needs. The strengthening project also inspires students to contribute and have an impact on their surrounding environment⁶.

In an effort to maximize the objectives of the Pancasila student profile, SD Baiturrohman, especially in Grade IV B, implements the Pancasila Student Profile Strengthening Project. This is acknowledged by the homeroom teacher so that students can better understand the purpose of the learning provided by the teacher, and students can learn more by experiencing it directly. In this research, the Pancasila Profile Strengthening Project (P5) implemented by the Grade IV B teacher is about P5 theme 'Sustainable Lifestyle,' specifically creating flowers from used plastic and pots from used bottles.

On October 25, 2023, Grade IV B students at SD Baiturrohman GMI brought used plastic to be turned into decorative flowers. The tools and materials brought by the students included used plastic, hot glue, skewers, and scissors. The teacher opened the class and explained the project they would be working on, which was making 'Flowers from Used Plastic.' After that, students were divided into three groups, each with a different type of flower to create. In this case, the teacher

⁵ Raharjo, Mudjia, "Jenis dan Metode Penelitian Kualitatif," uin-malang.ac.id, 1 Juni 2010, <https://uin-malang.ac.id/r/100601/jenis-dan-metode-penelitian-kualitatif.html>

⁶ Sufyandi, Susanti et al., (2021), "Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila Jenjang Pendidikan Dasar dan Menengah (SD/MI, SMP/MTS, SMA/MA)". Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi.

provided a video presentation on the procedure for making flowers from used plastic, and the students were very enthusiastic while watching the video.

Shortly after the video presentation, students began making flowers from the used plastic. They appeared very enthusiastic about producing flowers from used plastic, as evidenced by their many questions to the teacher, such as 'Ma'am, how is this done?' and 'Ma'am, like this?' They continued to ask questions until they successfully produced their products. The number of flowers produced per group varied, with Group 3 being particularly enthusiastic and creating 15 flowers, while Group 2 made 5 flowers, and Group 1 made 4 flowers. Students acknowledged the differences in the number of flowers produced due to varying skill levels, but despite this, they were still able to create a product through direct experience. Attached are photos of the flower-making activity.



Next is the Sustainable Lifestyle P5 in the following week, on November 1, 2023, where students created pots from the bottles they brought. The sizes of the bottles they brought varied, ranging from 500 ML to 1500 ML. For this activity, students brought tools and materials, including paint, bottles, scissors or a cutter, and lastly, markers. Unlike the previous flower-making activity, for making pots from used bottles, the teacher used a lecture method while instructing students to follow the explained procedure.

Students were seen paying close attention to the teacher's explanation while practicing the steps. The initial step involved the teacher instructing students to create a pattern of their choice, which was optional. Twin questions were asked to the teacher, and the teacher explained each question. Eventually, students understood, and they began creating various patterns, such as frogs, cats, Pikachu, and even some created octopus patterns. Students appeared very enthusiastic during this project, especially when adding color to their pots. At that time, students were exposed to the sun, but they did not complain. This stands in stark contrast to the classroom setting, where students sometimes easily complain about receiving theoretical knowledge without practical application. Attached are photos of the pot-making activity.

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The implementation of the Pancasila Student Profile Strengthening Project at SD Baiturrohman has proven to be effective, as evidenced by the abundance of products created by students, especially in Grade IV B at SD Baiturrohman GMI Jember. From the results of this research, it can be concluded that the implementation of the Pancasila Student Profile Strengthening Project, particularly in Grade IV B at SD Baiturrohman, has a positive impact on students' learning enthusiasm, creativity, and understanding, as they directly experience the learning process.

Conclusion

In this project activity, students get the chance to explore various themes and significant issues such as climate change, anti-radicalism, mental health in culture, technology entrepreneurship, and democratic living. This empowers students to take tangible actions in addressing these concerns based on their learning stages and requirements. Based on the research findings, it can be inferred that the implementation of the Pancasila Student Profile Strengthening Project, particularly in Grade IV B at SD Baiturrohman, positively influences students' enthusiasm for learning, creativity, and comprehension, as they actively engage in the learning process. This is emphasized by the fact that students quickly comprehend the teacher's instructions, and the resulting products align with expectations.

References

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Ghony, Djunaidi & Fauzan Almanshur. (2012). *Metode Penelitian Kualitatif*. Yogyakarta: Ar-Ruzz

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