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# Project P5: How is assistance in implementing the independent curriculum in elementary schools?

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## KEYWORDS

*Elementary Schools  
Independent Curriculum  
Project P5*

SUBMITTED: 08/28/2023

REVISED: 09/15/2023

ACCEPTED: 09/20/2023

**ABSTRACT** Schools in SD 4 Gulang, Kudus Regency, currently need help implementing the independent curriculum due to instructors' difficulties in setting themes, selecting sub-themes, determining activities, compiling project modules, and assessing their implementation. This mentoring method consists of seven in-person and online meetings. The assistance results demonstrated that SD 4 Gulang could modify the project module to strengthen the Pancasila profile of grade 1 students. Project 1's theme and topic were Entrepreneurship and Entrepreneurship Processing Waste, while Project 2's theme was Local Wisdom. My Snacks, My Culture is the topic. Each project's activity phase is divided into the introduction, contextualization, follow-up action, and reflection stages. Class IV project implementation for Project 1 has the theme of entrepreneurship, with the topic of turning trash into a blessing. Project 2 has the theme of local knowledge, with the topic of consuming Kudus-style snacks. Strengthening the implementation of the Pancasila Student Profile The project activities at SD 4 Gulang are conducted by the prepared activity flow, and the assessment is based on the dimensions, elements, and sub-elements that have been determined. Teachers and students' comprehension and proficiency in implementing the Pancasila Student Profile Strengthening increased following mentoring.

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## 1. INTRODUCTION

The present discourse aims to comprehensively examine the current situation (Agussalim, 2021; Prameswari, 2021; Sukriono, 2020). The implementation of the Merdeka Curriculum has been officially initiated at several educational institutions (Hariyadi, Jenuri, et al., 2023; Nari et al., 2022; Witono, 2021), including both driving schools and independent schools (Fadhilah et al., 2022; Rosnelli, 2023; Utaminingsih et al., 2023). According to Ministry of Education and Culture Regulation No. 265/M/2022, the Independent Curriculum encompasses both intra-curricular learning and co-curricular activities (Hariyadi, Musa, et al., 2023; Wijaya & Darmayanti, 2023), specifically the Pancasila Student Profile Strengthening Project (Asmarawati, 2022; Rahayu et al., 2022).

Academic Profile of the Student Pancasila is a set of values and skills that are ingrained in everyday life and cultivated inside each student through various educational initiatives (Gudkova et al., 2021), including cultural activities, intracurricular learning (Forbes, 2017), projects aimed at promoting Pancasila values among students, and extracurricular engagements (Dirac, 1963; Seitova, 2018a). The

Pancasila Student Profile Enhancement project is a co-curricular activity that aims to develop students' competency and character by implementing the Pancasila student profile (Basu, 2019; Seitova, 2018b).

This profile is based on the Graduate Competency Standards (Khalid, 2018; Sulfiah et al., 2021). The initiative aimed at enhancing the profile of Pancasila students was executed flexibly, encompassing several aspects such as content, activities, and duration of implementation (Kemendikbud, 2021). The Pancasila Student Profile encompasses *Six Character* dimensions (Sarkadi, 2020; Witono, 2021): faith and devotion to God Almighty, moral excellence, collaborative spirit, global diversity, critical thinking, creativity, and independence. Each size category comprises several elements and sub-elements, each with distinct explanatory descriptions for every phase (Sonia, 2023; Suharsiwi & Sari, 2023; Widana, 2023).

Gulang is an elementary school that caters to students in the fourth grade. Holy Elementary School is an educational institution in Kudus Regency that



has adopted the Independent Curriculum for the academic year 2022/2023, specifically for students in grades one and IV. The educational institution, commonly called "school," is an establishment where individuals, typically children, consist of a teacher, eight individuals, and a single staff member. The total population of pupils in grades 1-6 is 105 individuals. At present, SD 4 Gulang is diligently executing an autonomous curriculum, incorporating the activities of the Strengthening Pancasila Student Profile Project, utilizing the available resources.

The implementation of SD 4 Gulang is guided by a set of concepts, specifically holistic principles. The Student Pancasila Profile Strengthening Project was conducted with a significant focus on comprehensively examining a particular subject or issue rather than approaching it in a fragmented or isolated manner (Fancher, 2021; Phillips, 2021; Würfl, 2018). The existence of a connection and integration can be observed (de Oliveira, 2020; Ralph, 2016; Septian, 2020). The contextual concept pertains to aligning educational activities with real-life experiences. The principle of student-centeredness pertains to an educational approach that fosters students' development as active participants in their learning, wherein they autonomously manage their learning process and can make choices and suggestions (Hariyadi, 2015; Sugianto et al., 2023; Sutia, 2019).

Suitable profile project themes based on his interests. The idea of exploration is associated with creating many opportunities for personal growth and investigation, encompassing organized and readily available avenues (Fikri et al., 2023; Hasanah, Syaifuddin, et al., 2022; Inganah et al., 2023). At the elementary school level, educational institutions can select from six themes recommended by the Ministry of Education and Culture. These themes include local wisdom, sustainable lifestyle, the holistic development of body and soul, embracing diversity, engineering and technology, and entrepreneurship (Darmuki et al., 2022b; Yupita et al., 2021).

One of the challenges schools encounter, particularly teachers, in implementing the Strengthening Pancasila Student Profile (P5) Project pertains to formulating project plans or modules. Specifically, teachers often encounter difficulties determining appropriate themes and sub-themes, establishing project objectives, designing suitable activities and assessments, and organizing and scheduling project-related tasks (Darmuki et al., 2022a; Puryanto et al., 2018; Suprihatin et al., 2021). Upon the team's arrival at the school, it was observed that despite the commencement of the academic year, the teacher remained perplexed and in a state of social adjustment. The specific activities to be undertaken have not yet been clearly defined. There is a lack of clarity regarding the project aimed at enhancing the profile of Pancasila students at SD 4 Gulang, despite the availability of numerous project

modules with diverse versions obtained from Plafon Merdeka Mengajar (PMM). This aligns with the assertion made by Fitriya and Latif (2022), whereby they posit that many issues beset the implementation of the Pancasila Student Profile Strengthening Project. The reason for this situation is attributed to the program's novelty, which has resulted in a lack of prompt response and adaptability from various schools' human resources departments in obtaining information and implementing necessary modifications.

Based on the issues above, a recommended remedy is put forth, precisely the initial one: Facilitate the development of project modules (Darmayanti et al., 2023; Hasanah, In'am, et al., 2022; Horinaga, 2023). The process begins with selecting themes and issues, followed by identifying dimensions, elements, and sub-elements. Additionally, there is a need for a second accompaniment during project implementation and assessment. This service aims to develop an organizational module project focused on classes I and IV, considering the student and environmental features of Elementary School 4 Gulang. Additionally, the outcomes of the help provided will be documented in the form of papers and published in a reputable journal.

## 2. METHOD

From July 2022 to July 2023, help prepare project modules to strengthen Pancasila students' profiles in implementing the independent curriculum in elementary school (SD) 4 Gulang Kudus. Activities start with planning, implementation, and assessment. Before providing support, the team surveyed teachers and students about P5 at SD 4 Gulang. Talk to the principal, class I teacher (21 students), and class IV teacher (18 students) on the first project's theme and topic. Discuss project topics and activities from semesters 1 and 2.

The subjects are customized to school or community issues. This allows pupils to join a community whose values match Pancasila's at each point (Asiati & Hashanah, 2022). In practice, school administrators and teachers are still puzzled about integrating projects in autonomous curricular learning, notably designing project modules, implementing them, and evaluating them with the service team. School for designing and planning Strengthening Pancasila Student Profile Project activities per module activity flow. The Team follows the application project module in Stage 2. Stage 3: Team aids with student assessments. After mentoring teachers and students, the team administered a questionnaire to assess understanding.

### 3. RESULTS AND DISCUSSION

The article discusses (1) how implementation or solutions solve partner problems, (2) how their results indicate program success, and (3) what drives or hinders program implementation. This discussion section focuses on program outputs, partner-produced goods, and services that indicate program success. Community service results must be quantified to solve partner problems (by questionnaires, pre-and post-tests, product observations, partner comments, etc.).

To support the Project for Strengthening the Profile of Pancasila Students at SD 4 Gulang, complete

these steps: 1) Coordinate with schools, including direct visits and Zoom, agreed schedule, and resources; 2) Implement mentoring: Planning: Implementation And Assessment P5; and 3) Evaluate mentoring.

Two face-to-face and Zoom 1 meetings were used to coordinate mentoring time (September–March 2023) and materials. 1) coaching on project module preparation, including subject, subelements, topic, channel, duration, activities, and assessment. 2). Support throughout project activities and evaluations. From project channel planning to Pancasila student profile strengthening, various things must be altered during mentoring execution.

**Table 1. Results of Planning Flow Identification Project Strengthening Pancasila Student Profile**

No	Channel	Observation and Interview Results	Accompaniment
1	Develop a profile project facilitation team.	The project is overseen directly by the instructor of the class.	Solicit comments from subject-specific educators, such as Operations Research (OR) teachers or instructors of Religious Studies.
2	Assessing Educational Unit Readiness for the Pancasila Student Profile Project	Identification is typically performed through a cursory visual examination.	Offering recommendations for identification using quantifiable tools.
3	Find problem-related topics in Schools.	The user's statement lacks clarity and requires further elaboration.	The application of direct practice in the identification and analysis of themes and issues.

The project module for class 1 in primary school was developed with a focus on entrepreneurship. Specifically, the chosen theme for the project was "Entrepreneurs Processing Waste," aiming to explore the entrepreneurial aspects of waste management. The activity above Activity 1: Introduction (Waste et al. Trip, Field Trip Report) In this initial activity, we will provide an overview of many vital components. These components include the waste phenomenon, waste handling, green entrepreneurship, and the field trip and subsequent field trip report. Activity 2: Contextualization of Waste Identification in Educational Institutions and Formative Assessment Activity 3: Implementation of Action Plan for Waste Management in Educational Institutions Conducting Market Surveys, Analyzing Survey Results, Determining Product Viability, Developing Product Testing Strategies, Creating Business Plans, Designing Promotional Materials, and Facilitating Product Sales. In this section, we will critically analyze the activities undertaken, focusing on evaluation, monitoring, and follow-up.

Regarding the sequence of activities for Project 2, which focuses on the theme of local wisdom and specifically explores my snacks and culture, the students of Class 1 I followed the prescribed steps for the Strengthening Pancasila Student Profile Project. These steps included Activity 1, which involved conducting an initial assessment, and Activity 2, which encompassed various sub-activities related to

local wisdom. These sub-activities included exploring local wisdom folklore in Kudus, engaging in cultural nature-uri practices, conducting partnership visits, and engaging in self-reflection. Activity 3 involves the implementation of contextualization, commencing with the formative evaluation phase, followed by identifying the cultural aspects prevalent in my village. Activity 4 involves executing many tasks, including conducting environmental surveys, analyzing the obtained survey data, and devising strategies to safeguard cultural heritage. Additionally, this activity entails capturing images of culturally significant snacks, honing the skill of "photography hunting," creating visual representations of cultural snacks through clippings, and organizing them in an archival manner. The concluding phase of the Strengthening Pancasila Student Profile Project entails the reflection and follow-up stage, explicitly involving evaluating the conducted activities.

For Project 1 in Class IV, the chosen theme of entrepreneurship revolves around transforming waste into valuable assets. The activities of the Strengthening Pancasila Student Profile Project are categorized into four distinct stages. Specifically, the initial stage is the introduction phase. During this phase, the project entails doing outreach activities, administering diagnostic assessments, collecting preliminary data on plastic waste, visiting waste processing plants, conducting formative testing, analyzing waste sorting flows, and presenting the

findings from observations. During stage 2 of the study, which is the contextual phase, students engage in plastic waste processing activities. These activities include visiting home industries involved in plastic waste processing, conducting a formative test 2, and utilizing the gathered information to document various plastic waste processing products collaboratively. The documentation includes the manufacturing process of these products as well as strategies for marketing them. During the third step, the action phase, students exhibit their ability to create floral arrangements using plastic materials. Furthermore, vessels can also be created using repurposed bottles. Informative assessment 3: Students engage in a collaborative group activity involving the creation of plastic flowers and bottle pots. Students engage in evaluation and project reflection in the final stage of the academic process, sometimes called the activity's culmination. This phase involves the completion of summative examinations, as well as the preparation and celebration of the achieved learning outcomes.

For project 2, a student from Class IV selected the theme of Local Wisdom, focusing on the topic of Nguri-nguri, a traditional snack from Kudus. The early phase of the project involves several tasks, including project socializing, diagnostic assessment, and gathering preliminary information about the project's typical food consumption. A Visit to Micro, Small, and Medium Enterprises (MSMEs) in the Food Industry In the context of the Holy course, a formative assessment, denoted as Test 1, is conducted. This assessment entails the identification of the procedural steps involved in the preparation of Penang food, as well as the presentation of the observed outcomes. In the subsequent phase, students engage in a contextual stage encompassing specific activities, such as inviting individuals involved in the production of jenang and conducting formative assessments 2. These assessments involve gathering information and collaborating with student groups to document details about keciput food, its preparation methods, and strategies for product marketing.

The subsequent phase entails taking action. The students engage in a variety of activities related to jenang food, including conducting research on keliping materials, collecting and attaching keliping materials, embellishing keliping designs, gathering information on poetic materials, composing poetry centered around jenang, searching for materials to create posters highlighting Khas Kudus food, and designing posters aimed at promoting the preservation of Khas Kudus food. The concluding phase of the project entails project evaluation, reflection, and the implementation of a summative assessment.

The results of participant accompaniment can be observed in the study titled "Understanding Participant Accompaniment 9." The chart below

displays the educational community's individuals, including school principals and teachers.

The primary subject of discourse pertains to the participant's understanding of the Project for Enhancing Pancasila Student Profiles, specifically emphasizing P5 under the Independent Curriculum. This entails an analysis of the various dimensions, elements, and sub-elements associated with P5 and an exploration of its objectives, themes, and issues. The results also consider the module, implementation, and assessment of P5. After the implementation of mentoring throughout the project, a survey was conducted among a group of 18 fourth-grade children (Class IV)—this questionnaire aimed to assess the students' responses to P5. The subsequent findings are displayed below, illustrating the pupils' understanding of P5.

The preliminary assessment of the student's responses at the outset of the project revealed a deficiency in comprehension that necessitated further improvement. Following the introduction of devotion, there was a notable increase of 4% in the proportion of persons exhibiting enhanced performance levels. Moreover, there was a 12% increase in the proportion of individuals possessing a collective body of knowledge, from 36% to 47%. Furthermore, there was a notable increase in the proportion of individuals with a significant degree of comprehension, rising from 5% to 13%. The level of students' understanding of the six dimensions of P5, their awareness of the objectives of P5, and their positive attitudes towards P5 activities collectively demonstrate that the results of students' feedback following their participation in the Pancasila Student Profile Strengthening Project were exceedingly satisfactory.

The students have acquired a more profound comprehension of the objectives of P5, which are designed to foster character development. According to the findings of (Hariyadi, Jenuri, et al., 2023; Subiyantoro, 2023), it is argued that students ought to possess character qualities congruent with the cultivation of the Pancasila profile. Implementing this initiative is anticipated to facilitate students in effectively integrating these qualities into their daily routines, thereby fostering the development of Indonesian individuals who embody the fundamental characteristics of each Pancasila tenet. The Pancasila Student Profile Strengthening Project is an effort implemented by the government to improve the quality of education by including character education ((Rosana, 2019; Zakso, 2021). Consequently, educators must possess the capacity to guide kids proficiently in developing their intellectual acumen, character, social capital, and ethical values while taking into account each student's distinctive attributes and aptitudes (Lonto et al., 2018; Mohseny et al., 2011; Yoder, 2018).

#### 4. CONCLUSION

The results of Project Support Initiatives Improving the Student's Pancasila Profile At SD 4 Gulang, it can be deduced that the principal and teachers demonstrate a profound comprehension and proficiency in educational planning. Module projects have been established to develop the Pancasila student profile. Moreover, these projects have been effectively executed, and the organization can carry out assessments, which are then incorporated into the student's academic records. After participating in the initiative, students acknowledged their contentment with the vast array of activities provided, effectively facilitating possibilities for social engagement. As a result, it was expected that this particular experience would positively impact the cultivation of students' moral and ethical attributes.

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