

## 3 KEYS TO MANAGEMENT SUCCESS PROFILE STRENGTHENING OF PANCASILA STUDENT PROFILE (P5) PROJECT IN THE IMPLEMENTATION OF THE INDEPENDENT CURRICULUM IN INDONESIA

Fera Maulidya Sukarno

SMP Negeri 1 Subang, Indonesia

Email: feramaulidya@gmail.com

### ABSTRACT

The Gong for Implementation of the Independent Curriculum has been beaten. All elements of education are enthusiastic about exploring the new spirit of 'Freedom to Learn'. The National Education Vision places the dimensions and elements of the Pancasila Student Profile as a goal. This is seriously affirmed in the Implementation of the Independent Curriculum through the co-curricular activities of the Strengthening Pancasila Student Profile Project (P5), whose existence has received the spotlight. However, a fundamental problem was found, namely the teachers' lack of understanding regarding the implementation of P5, which was considered quite complicated. Given the urgency of P5 in the Implementation of the Independent Curriculum, as a lesson learner, an assessment was made of the management of P5 at SMPN 1 Subang through a case study research method with an embedded single-case design, which reveals a linear-analytic, chronological, theory-based, and comparative analysis of how is the management of P5 on the first theme and the second theme that is currently running. Data was collected using qualitative and quantitative instrumentation, then analyzed descriptively. As a result, patterns can be mapped, and several strategies are the key to the successful management of P5: Teacher collaboration, Differentiated Learning, and Strategic Partnerships.

**Keywords:** Independent Learning; Implementation of Independent Curriculum; Project to Strengthen Pancasila Student Profile (P5); Collaboration, Differentiated Learning; Strategic Partnership

### Introduction

Merdeka Learning is the flagship program of the Ministry of Education and Culture and Research and Technology under the leadership of Nadiem A. Makarim. Through volumes of episodes of the Freedom to Learn policy agenda, the echoes of the Implementation of the Freedom Curriculum arrived (Aswita, 2022). Presented by the Ministry of Education and Culture and Research and Technology, the problem of learning loss experienced by Indonesia during the pandemic, the development of contemporary issues, such as; rapid global change, the 4.0 - 5.0 Industrial Revolution, disruptive generation Z, and employment readiness, is the background to the urgency of a prototype national curriculum framework that provides space for innovation (Chris & Dewi, 2021). On occasion at the G20EsWG The Minister of Education and Culture emphasized that the Independent Curriculum was considered capable explore transformation as a solution to the learning crisis that occurs, by prioritizing the 4 pillars of Freedom to Learn, namely; 1) Quality education for all, 2) Solidarity and partnership 3) Digital technology in education 4) The future of the world of work after Covid-19 (Basori et al., 2022)

The Independent Learning Foundation that gave birth to the Independent Curriculum grew out of reflective learning from the previous curriculum, designed in such a neat and holistic manner (Pahrudin, 2019). This curriculum does not just ripple in the classrooms but is escorted by a large tsunami-scale wave that touches all stakeholders. Ki Hajar Dewantara's philosophy was trained in the Mobilization Teacher Program (Satriawan et al., 2021). Given the legal pillars to support the career of the Mover Teacher. Schools that say they are ready to implement them have the status of Driving Schools. Complete with various guidelines and examples that are easily accessible from the Merdeka Teaching Platform. In fact, it is under intensive umbrella by the Hall of Mover Teachers.

For those who question, what is the essence of the Independent Curriculum? In short, the curriculum is in favor of students. To demonstrate the independence of learning for students, the Merdeka Curriculum comes with a differentiated learning approach that accommodates the various needs, nature/potential, and interests/choices of students (Mulyasa, 2021).

Then, the more it is explored, the more evident the uniqueness of the Implementation of the Independent Curriculum, one of which is the value nation—the Pancasila Student Profile. The Pancasila Student Profile is the essence of Ki Hajar Dewantara's philosophy which focuses on character education, rooted in national culture. The Pancasila Student Profile was proclaimed as the vision of national education (Irawati et al., 2022), for this reason it should be widely socialized, with a soundtrack composed by Eka Gust Iwana and sung by Kikan Namara. Then Mobilizing Schools that implement the Independent Curriculum are encouraged to carry the Pancasila Student Profile in their school vision which is contained in the Education Unit Operational Curriculum (KOSP). In addition, the government has seriously affirmed the existence of the Pancasila Student Profile Strengthening Project (P5) in the Implementation of the Independent Curriculum.

When the gong for Implementation of the Independent Curriculum sounded, all elements of education in this country enthusiastically explored how the spirit of 'Freedom to Learn' manifests. One that gets the spotlight is, "How is P5 organized?" In the content map of understanding the implementation of the Merdeka Curriculum, P5 is in the last step, after; step 1) Understanding the outline of the Independent Curriculum, step 2) Understanding learning and assessment, and step 3) Understanding the development of the Education Unit Operational Curriculum (KOSP) (Badan Standards, Curriculum and Education Assessment Ministry of Education and Culture, 2022). P5 must be implemented at Mobilizing, Independent-Change, and Independent-Sharing Schools, there is no obligation for Self-Learning Motivator Schools.

However, based on the results of critical discussions with colleagues in the learning community, major problems were found with the teachers' lack of understanding regarding the implementation of P5. Many schools have a miss concept. Using an analogy, P5 is like an extraordinary recipe, a vehicle for strengthening national character. But we need a skilled cook, the limitation of teachers to directly translate P5 from government recipe books (guidelines) is a weak point. Even though considering the importance of the P5 position as an indicator of the success of the Implementation of the Independent Curriculum, especially at the beginning of its emergence, there were still many teachers who needed examples of good practice. This paper raises the good practice of organizing P5 at SMPN 1 Subang, which has held the first P5 theme and the second theme is ongoing. Through the results of a data-based study, it turns out that a pattern can be mapped, "What is the key to success in managing P5?". Hopefully, this will be useful for all fellow Indonesian teachers.

### Research Method

This study uses the case study method, referring to the expert opinion of Robert K. Yin who defines that a case study is an empirical inquiry that investigates contemporary phenomena ('the case') in depth in the context of the real world (Sari et al., 2022). The design used is an embedded single-case study design (multiple units of analysis), with an exploratory research structure, which is arranged in a linear-analytic, comparative (between P5 themes 1 and 2), chronological, and includes theory building (Rojii et al., 2019)

The rationale is, first, this research represents a 'critical case' in testing a theory that has been well formulated by the government, namely the Project to Strengthen Pancasila Student Profiles (P5) in the Implementation of the Independent Curriculum. The second rationale, this research represents a unique case that occurred in Subang 1 Public Middle School, although it is very likely that similar situations occur in schools in various parts of Indonesia. The third rationalization, research represents a particular 'case/project' type. The lessons that can be learned from this case are assumed to be informative, as an experience for teachers or other institutions (Hamzah, 2021)

The research subjects consisted of 264 grade 7 students at SMPN 1 Subang as P5 participants, as well as teachers at SMPN 1 Subang who taught grade 7 as facilitators/coaches and P5 managers. The focus of the research was carried out on the implementation of the inaugural P5 with the theme: Local Wisdom, with a special topic: Loving the Variety of Sundanese Cultural Traditions, although it will often be compared to the next ongoing P5 theme, namely: Wake Up Your Mind and Body, with the topic: Students Wellbeing.

The dominant research location occurred in the school environment of SMPN 1 Subang. Usually using activity centers in school halls, with several focus activities facilitated by coaches in specialization classes. Plus, several external school places became destinations during the implementation of P5, such as the Subang District Square and the Subang Museum.

### Result And Discussion

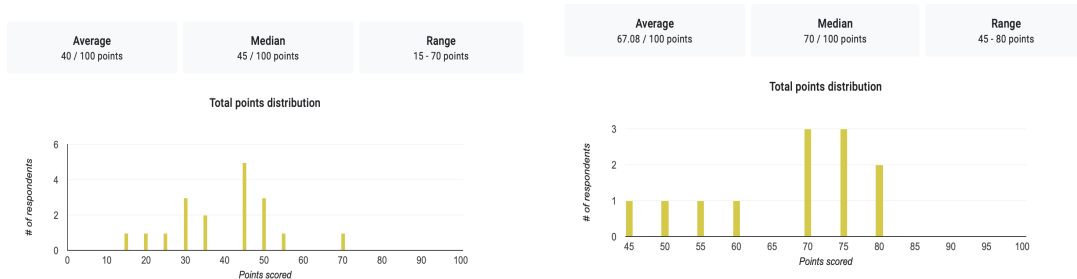
Referring to *grand design* stated in the guide, to start the Pancasila Student Profile Strengthening Project (P5) should go through a series of critical steps, including; 1) Understand P5 (what and why); 2) Setting up the school ecosystem (culture and member roles); 3) Designing P5 (stages); 4) Manage P5 (implementation); 5) Documenting and reporting P5 results (Hamzah, 2021)

Exploration the steps for implementing the Pancasila Student Profile Strengthening Project at SMPN 1 are reviewed as follows:

#### **Step 1) Understand the Pancasila Student Profile Strengthening Project and Step 2) Prepare the School Ecosystem**

- a. Coordination of the Principal, Deputy Head of Curriculum Affairs, and the coordinator, regarding the urgency of implementing the Independent Curriculum (IKM) training for teachers at the beginning of the new school year.
- b. Recruitment of grade 7 teachers who are ready to implement the Independent Curriculum with high commitment.
- c. Held *In House Training* (IHT) special for grade 7 teachers. The implementation time coincides with the New Student Admissions (PMB) and School Environment Introduction Period (MPLS). Activities are documented as shown in Figure 1:

- d. Done *pretest-posttest* IHT, regarding the 7th grade teacher's understanding of the Implementation of the Independent Curriculum. An overview progress in Figure 1 is as follows:



**Figure 1** Score Comparison *Pretest-Posttest* Teacher's Understanding of SMPN 1 Subang on the Implementation of the 2022 Independent Curriculum

*Pretest* IHT, which captures teacher readiness at the start of the new school year, gives an average score of 45. This shows that teachers' understanding of the implementation of the Independent Curriculum is still very weak, and reinforces how important IHT is for teachers before getting involved in it. Once done *posttest*, understanding teachers towards the Implementation of the Independent Curriculum is at an average score of 70, where there is an increase in understanding of implementation The Independent Curriculum, however, also illustrates that there are still many gaps for teachers to dismiss, while in the study rooms (Aslan, 2019). This portrait reflects that the teacher's learning process for the Implementation of the Independent Curriculum must be carried out continuously. *Follow-up* from the results of this evaluation, namely the implementation of IHT after the distribution of PTS and PAS report cards.

- e. Socialization of the Implementation of the Independent Curriculum to all grade 8 and 9 teachers, in order to prepare the entire school ecosystem to implement the Freedom to Learn movement.
- f. Socialization of the Implementation of the Independent Curriculum and raising support from the partnership strategy; school committee and all parents of grade 7 students.

**Step 3) Design a Pancasila Student Profile Strengthening Project**

A diagnostic assessment of Student Needs Analysis was carried out (Suci et al., 2021) for all 7<sup>th</sup>-grade students during MPLS, to get an overview of the characteristics of new students, and priority school programs, counseling services, especially for the purposes of determining themes in P5. Some descriptions of student conditions are revealed in Figure 2 below:



**Figure 2** Portrait of the New Student Needs Analysis Diagnostic Assessment Class 7 of SMPN 1 Subang in 2022

From the results of the diagnostic assessment of the needs analysis of new grade 7 students, it was caught that they had problems that needed priority attention from the school, namely; *bullying, dishonesty when working on questions, lack of children's games other than gadgets, and low self-confidence*. This assessment will then become one of the references for determining the P5 theme, in addition to teacher readiness and school conditions.

- a. Formulation *Project Management Office (PMO)* which is teacher collaboration, consisting of coordinators and facilitators/*coaches*, for the implementation of P5 for one academic year. Raising 3 themes carried by each driving team, namely; *Local Wisdom, Build Their Soul and Body, Sustainable Lifestyle*.
- b. P5 Module Preparation. Elaborating on the dimensions of the Pancasila Student Profile, project stages, *timeline*, facilities, and financing. P5 activities were decided to be scheduled weekly every Thursday, (@10 JP).

#### Step 4) Manage the Pancasila Student Profile Strengthening Project

- a. Open project activities.

**1st project** with the theme *Local Wisdom*, the topic: *Loving the Variety of Sundanese Cultural Traditions*. Pancasila Student Profile Dimensions: *Global Diversity*. The project was opened by the Secretary of the Subang Regency Education and Culture Office. Also attended by strategic partnerships; BJB Subang Branch, Supervising Supervisor, Committee Chair, Head of MKKS, two representatives of parents.

**2nd project** raised the theme *Wake Up Your Soul and Body*, topic: *Student Well-being*. Pancasila Student Profile Dimensions: *Believing, Devoted to God YME and Noble, and cooperation*.

The project was opened by the Head of Middle School Development and Head of the Curriculum Section of the Subang District Education and Culture Office. Also attended by strategic partnerships; the Trustee Supervisor, the Committee Chair, and two representatives of student *parents every class*.

Opening activities are documented as shown in Figure 3:



Figure 3 Opening of P5 1st and 2nd Projects of SMPN 1 Subang in 2022

- c. Optimizing project implementation

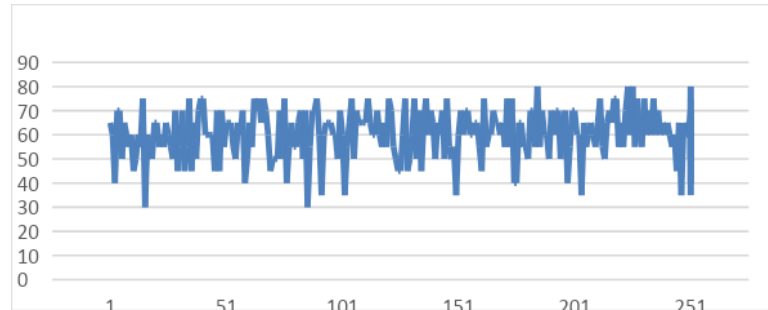
**1st project** even though a driving team has been formed, PMO tasks are still driven/directed by a coordinator. Briefing P5 preparation is done once a week.

**2nd project** tasks such as a rundown event, LK, and scoring system, a person in charge of sub-activity, more collaborative, has delegated to the entire driving team on the theme. Briefing P5 preparation is done twice a week.

#### Stage 1 P5 (Issues Introduction)

##### 1st project

- a. *Issue Exploration*: Donepre-test regarding students' knowledge of Sundanese culture, with the results in Figure 4 as follows:



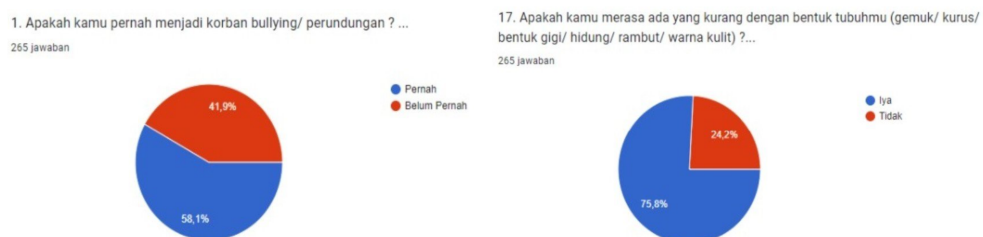
**Figure 4** Score Acquisition *Pretest* Student Knowledge About Sundanese Culture

*Pre-test* about students' knowledge of Sundanese culture, giving an average score of 60. Showing a value that is less than expected. This issue was explored by the number of students who answered that they abandoned the use of everyday Sundanese, had never played Sundanese children's games, and were not interested in Sundanese Traditional Dances (Dipraja, 2019).

- b. *Critical Discussion*: Inviting Sundanese cultural experts.  
 c. *group formation*: Students are free to choose their group partners (5-7 people).  
 d. *Designing an Issue Investigation*: Using paper-based LK.  
 e. *Carry out Issue Investigation*: A survey/interview was conducted with students of SMPN 1 Subang.  
 f. *Processing and Presenting Data*: In the form of tables and graphs as outlined on manila paper, because students have not been equipped with digital skills.

## 2nd project

- a. *Issue Exploration*: A diagnostic assessment of the issue is carried out student *Wellbeing*, as revealed in Figure 5 below:



**Figure 5** Portrait Diagnostic Assessment of Issues *Student Wellbeing* for Grade 7 Students of SMPN 1 Subang in 2022

Findings were obtained how many cases around the issue *Student Wellbeing* experienced by grade 7 students of SMPN 1 Subang. This is in accordance with the results of research data released by the World Health Organization (WHO) in celebration of World Mental Health Day, October 10, stating that during a pandemic there was a global crisis for mental health. The 2018 Basic Health Research revealed that more than 19 million Indonesian students experience emotional and mental disorders, due to limited facilities, and wrong stigma in society, and are still not the focus of the government's attention (Yusrani et al., 2023)

The findings of the diagnostic assessment are used as a reference for opening specialization classes which are limited in number (33 people). This limit on the

number of applicants is an evaluation of the 1st project, where there is a few very full classes, but there are classes with fewer participants, resulting in an imbalance in the coach's workload (Simanullang et al., 2022).

In the 2nd project P5, through content differentiation learning, students are given back choices; *Bullying, Sexual Violence, Anxiety, Anti-Drugs, Anti-Pornography, Social Concern, Broken Home, and Self Love*.

- b. *Critical Discussion*: Inviting experts from DP2KBP3A and the Police.
- c. *group formation*: Determined based on diagnostic assessment **Learning Style** Students (5-6 people)
- d. *Designing an Issue Investigation*: Use digital-based LK.
- e. *Carry out Issue Investigation*: A survey/interview was conducted with students of SMPN 1 Subangalong *teacher sources* besides the coach.
- f. *Processing and Presenting Data*: In the shape of digital *tables and graphs*, because students are accustomed to using digital learning in class.

Critical discussion activities are documented as shown in Figure 6:



Figure 6 Critical Discussions with Experts in the 1st and 2nd P5 Projects

#### Step 5) Documenting and Reporting the Results of Strengthening the Pancasila Student Profile

- a. All P5 activities are collaboratively well-documented by competent teachers in terms of professional photo and video documentation, for later di-*upload* on various social media by the school's PR team, so that parents, strategic partnerships, and the public know about it.
- b. Collecting and processing the results of the assessment captured through Worksheets (LK) at each P5 meeting. The assessment is qualitative with a value scale (BB=Not yet Developed, MB=Starting to Develop, BSH=Developing According to Expectations, and SB=Very Developed) (Badan of Standards, Curriculum, and Education Assessment of the Ministry of Education and Culture, Research and Technology, 2022). LK assessment done by each coach.
- c. Prepare report cards for the Strengthening Pancasila Student Profile Project. The values that have been collected are submitted to operators who are specialized in handling P5 report cards. Report cards are prepared based on the P5 Guide (Standards, Curriculum and Education Assessment Agency of the Ministry of Education and Culture, Research and Technology, 2022), adjusted to the target dimensions of the theme being carried.
- d. Closing the series of project activities

#### Stage 4 P5 (Festival of Great Harvest Learning Outcomes) 1st project

- 1) It was carried out simultaneously with the distribution of PTS 1 report cards and P5 report cards which were handed over directly to all parents of students.

- 2) Preceded by the activities of parents and students meeting with the School Committee, which explained the progress of development and school programs in the last 3 months, participant exhibition of student learning outcomes.
- 3) Harvest Raya is attended by strategic partnerships; Expert Staff for the Regent of Subang, Subang Regency Education Office, the Head of the Tourism Office, the Head of the Subang Museum, representing the Head of the Satpol PP, Sundanese cultural observer, Head of BJB Subang Branch, Head of the Star Lise Academy.
- 4) Harvest Raya organizes works in the form of Sundanese products (culinary and traditional clothing) as well as performances (music, dance, traditions, and children's games), as shown in Figure 8 below:



**Figure 7** 1st Project P5 Great Harvest Learning Outcomes Celebration Festival SMPN 1 Subang Year 2022

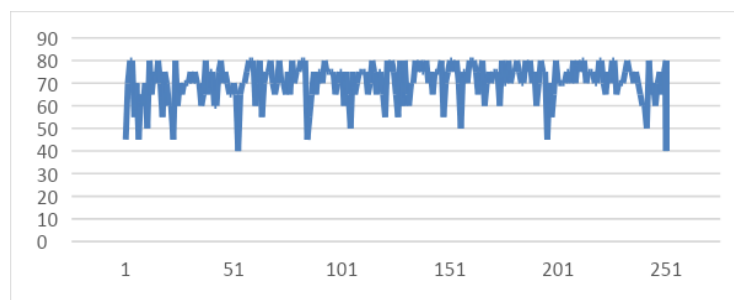
#### Step 6) Evaluation and Follow-Up of Strengthening the Pancasila Student Profile

- a. Student and teacher / facilitator / final reflection coach

##### Stage 5 P5 (Final Reflection)

##### 1st project

- 1) *Donepost-test* regarding students' knowledge of Sundanese Culture, with the results in Figure 9 as follows:

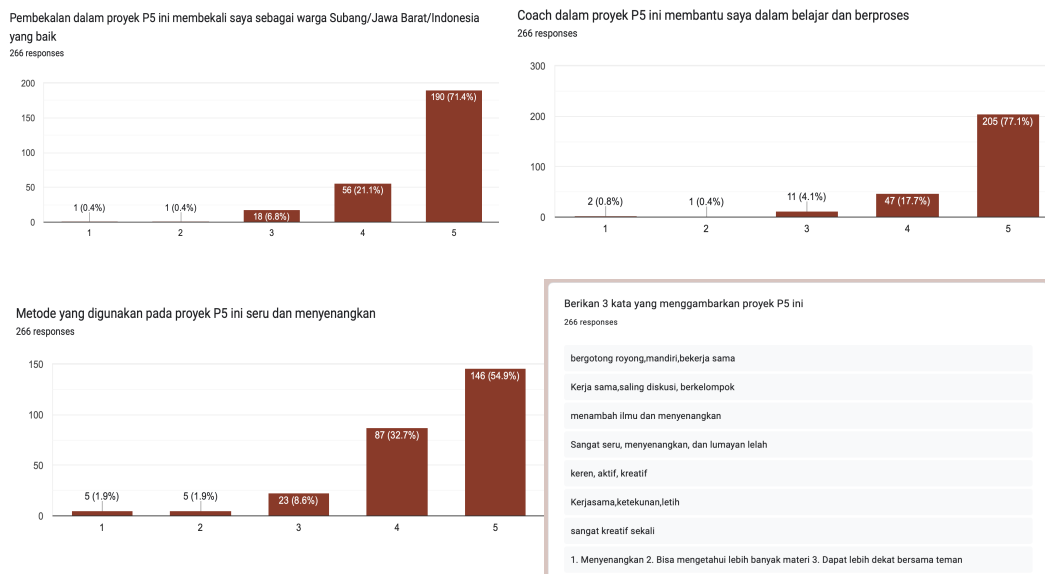


**Figure 8** Score Acquisition *Post-test* Student Knowledge About Sundanese Culture

*Post-test* regarding students' knowledge of Sundanese Culture, giving an average score of 70. Showing an increase with a gain score of 10 compared to the pre-test before the P5 treatment was carried out. This means in time relatively In short, students experience development in interpreting the value system of wisdom local in everyday life, such as speaking, enjoying art, and traditional games.

- 2) Final reflection on the implementation of P5 theme 1 for all 7<sup>th</sup>-grade students with the results as shown in Figure 10:

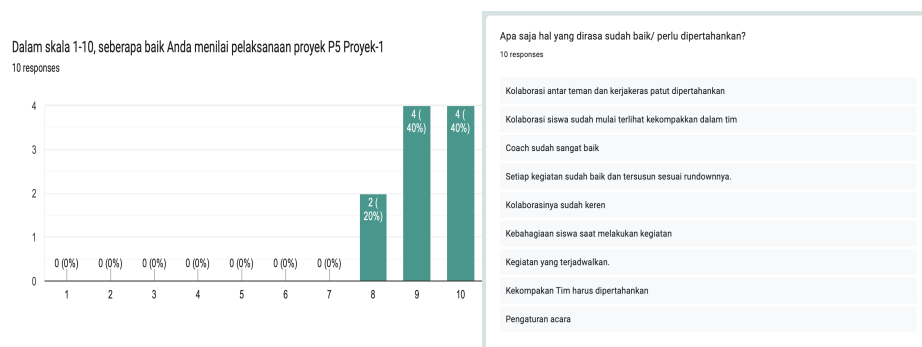




**Figure 9** Results of Students' Final Reflection Regarding Implementation of the 1st Project P5

From the several reflection questions asked, 92.5% of students thought that Project 1 P5 had succeeded in equipping them to become local citizens who are more knowledgeable and appreciate art and culture. 94.8% of students voiced how important the *coach* perceived positively in supporting the learning process at P5. 87.6% of students said that the method used in P5 was fun and enjoyable because they were given the space to choose differentiation learning with a variety of creativity according to their interests. Even so, many students stated that it was quite tiring when involved in the project.

- 3) A final reflection was carried out regarding the implementation of P5 theme 1 for all grade 7 / *coach* with results like in Figure 11:



**Figure 10** Results of the Teacher's Final Reflection Regarding the Implementation of the 1st P5 Project

The results of the final reflection of the grade 7 teacher / *coach* revealed that 80% of the implementation of the 1st P5 Project felt very good, 20% thought it was good. According to the reviews of the teachers / *coach* grade 7, a good thing that

stands out and contributes greatly to the successful implementation of P5 Project 1 implementation, namely teacher-team collaboration.

4) Optimizing partner engagement

The involvement of strategic partnerships is one of the vital cards in managing the P5, because it will determine the success and sustainability of P5. In principle, any institution will be ready to support educational programs, be it the government or the private sector. SMPN 1 Subang has sought involvement as a strategic partner assets schools in the 1st and 2nd project P5.

### Conclusion

The Pancasila Student Profile Strengthening Project (P5) as an approach as well as a recognized co-curricular learning model shows partiality to students and can affirm student character in instilling the noble values of Pancasila. This can be seen from the learning targets at each stage which are at least able to strengthen one dimension of the Pancasila Student Profile; *Stage 1) Introduction to Issues*, cultivate the dimension of critical reasoning; *Stage 2) Contextualization*, exploring the dimensions of independence and global diversity; *Stage 3) Real Action*, strengthening the dimensions of mutual cooperation; *Stage 4) Festival of Celebration of Great Harvest Learning Outcomes*, stimulate the dimensions of creativity; *Stage 5) Final Reflection*, rooted in the dimension of Faith, Fear of God and Noble Morals.

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