Analysis of the Implementation of the Pancasila Student's Profile for Strengthening Project in the Merdeka Curriculum in Indonesia's Elementary Schools

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A B S T R A C T

This research aims to determine how teachers implement the Pancasila Student Profile Strengthening Project in the Independent Curriculum in class V in elementary schools. This research was conducted at Jambi City State Elementary School (SD) 1/IV in the even semester in the academic year of 2022/2023. This research uses a qualitative research methodology with a phenomenological research type. Research data was obtained directly through data collection techniques: observation, interviews, and documentation with the class V homeroom teachers, namely Mrs. S, Mr. AP, Mrs. NEP, Mr. VK, and Mrs. F. After carrying out a series of data collection techniques, the data was then analyzed using the method of Miles and Huberman: reducing data, presenting data, and verifying data. This research shows that in implementing the project to strengthen the profile of Pancasila students, teachers are guided by the guidebook to develop their ways of teaching them through several stages (2022). In the first stage, teachers understand the project for strengthening the profile of Pancasila students. Next, the teacher designs the project to strengthen the profile of Pancasila students. Then, the teacher manages the project to strengthen the profile of Pancasila students. Lastly, the teacher processes the assessment and reports the project results to strengthen the profile of Pancasila students. This research concludes that the fifth-grade teacher at SDN 1/IV Jambi City has successfully implemented the project to strengthen the profile of Pancasila students. It can be seen in the achievement of learning outcomes. Implementing the project to strengthen the profile of Pancasila students can be used as an example for other teachers to implement similar learning.

Introduction

The role of education in shaping oneself into a better person shows that education is essential and cannot be separated from human life. Based on Government Regulation Number 4 of 2022 Article 1 Paragraph 1 concerning National Education Standards, it is explained that education is an effort to create a learning atmosphere and learning in a conscious and planned manner so that students actively develop their processes to have spiritual, religious strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state. Education will always face various kinds of changes and developments over time. The various challenges that arise must be faced swiftly by all groups in the world of education so that education can continue to run as it should.

Education in the 21st century has faced even more significant challenges than in previous centuries. The Industrial Revolution 4.0 era has shown rapid

progress, and technological developments have changed mindsets in implementing learning. For example, implementing online learning brings together people from different regions in one video-conferencing application. According to Arifin (2019:6), human views on education have significantly changed since the Industrial Revolution 4.0 era. Even the current education system has been dramatically influenced by the changes due to the Industrial Revolution 4.0. As human needs become increasingly complex, education must harmonize and balance them.

One of the Ministry of Education, Culture, Research, and Technology's programs designed by the Minister of Education, Nadiem Anwar Makarim, to realize the vision of a Golden Indonesia in 2045 is to issue a *Merdeka Belajar* (Independent Learning) policy program. Based on the Ministry of Education and Culture's website (2021), it is stated that the Independent Learning policy is a policy designed in such a way as to realize Indonesia's educational ideals, which hope to create high-quality education for all Indonesian citizens. In addition, according to Kurniasih (2022:7), independent learning is a policy that liberates students in the learning process, in which students are given learning that focuses on developing students' competencies according to their respective abilities, not just giving participants as much freedom as they like to educate.

This policy was then transformed into the *Kurikulum Merdeka* (Independent Curriculum), which is used as the educational curriculum in Indonesia today. The government is implementing it to improve education in Indonesia. According to Kurniasih (2022:135), the curriculum previously implemented in Indonesia has now been refined into the Independent Curriculum, where learning is more straightforward and requires a deeper understanding of the material. Besides that, learning is more independent, interactive, and relevant. This curriculum hopes that students will be able to understand concepts in depth and develop their competencies. In realizing this, the independent curriculum presents various forms of intracurricular learning.

The implementation of the Independent Curriculum is a representation of the vision of educational reform in Indonesia. According to Widyastuti (2022:5), the vision of Indonesian educational reform is Pancasila Students. In line with this, the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 13 of 2022 concerning amendments to the Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024 states that Pancasila Students are a form of Indonesian students who are lifelong learners, who have global abilities and have attitudes that reflect the values of Pancasila, which has six main dimensions: 1. faith, devotion to God Almighty, noble character; 2. global diversity; 3. working together; 4. independence; 5. critical reasoning; 6. creativity.

The Ministry of Education and Culture (2021:5) states that the Profile of Pancasila Student is a competency or character sought to be instilled in students and applied in their daily lives through classroom learning, additional learning, school culture, or P5: *Proyek Penguatan Profil Pelajar Pancasila* (the Pancasila Student Profile Strengthening Project). Indonesian students who have a noble culture and character according to Pancasila values are an illustration of the results of instilling the Pancasila Student Profile in each student.

One of the lessons designed to realize the Pancasila student profile is P5. The Ministry of Education and Culture (2021:5) states that P5 is cross-disciplinary learning that is contextual and based on the needs of the world of work. Based on the Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 162/M/2021, it is stated that learning is divided into two main activities: intracurricular learning and the Pancasila Student Profile Strengthening Project. Based on the Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 262/M/2022, it is stated that P5 aims to strengthen every effort to achieve the Pancasila Student Profile.

One of the elementary schools that has implemented an Independent Curriculum and participated in the Driving School Program is SD Negeri 1/IV Jambi City. Based on the results of initial observations carried out on September 30,

2022, it is known that this school has participated in the Driving School Program for three years, starting in 2021 as the first batch. So, this school has also applied P5 learning. Based on the interviews conducted with Mrs. S, the homeroom teacher of class VA, who is also one of the driving teachers, it is known that P5 learning has been implemented in stages since 2021. P5 learning is flexible so that it can be adapted to existing conditions. The application of P5 learning guides students to be directly involved in the learning process so that they can be more actively involved in direct learning.

Based on the explanation above, the researchers intend to research to find out, describe, and examine the topic discussed in more depth. We intend to conduct research titled "Analysis of the Project Implementation for Strengthening the Profile of Pancasila Students in the Independent Curriculum in Elementary Schools".

Based on the background that has been explained, the problem formulation in this research is "How do teachers implement the Pancasila Student Profiles Strengthening Project in the Independent Curriculum in Elementary Schools?". Based on the problem formulation, this research aims to describe how teachers implement the Pancasila Student Profiles Strengthening Project in the Independent Curriculum in Elementary Schools.

Research Methods

This research uses a qualitative research approach. According to Rukajat (2018:6), qualitative research is a research approach whose activities are structured systematically to explore and collect data in the form of theories from facts that occur. According to Lexi and Moleong (2021:6), qualitative research wants the results of analytical procedures to be descriptive, not statistical or quantitative.

This research uses a phenomenological type of research. According to Ghony et al. (2016:57), phenomenology qualitative research is a type of research that observes the personal experiences of individuals as research subjects who directly experience an event or phenomenon. According to Emzir (2018: 23), phenomenology is research that looks at the different responses of sources regarding their experiences. Therefore,

phenomenology can be interpreted as the science of writing down the perceptions and experiences of sources.

Results and Discussion

1. Understanding the Pancasila Student Profile Strengthening Project

Before a teacher implements P5, it is essential to understand in depth how P5 is implemented. The following is explained by the homeroom teacher of VA SDN 1/IV Jambi City, namely Mrs. S, through interviews:

Before implementing the Pancasila Student Profile Strengthening Project, every teacher must first be able to understand the meaning of the Pancasila Student Profile Strengthening Project, starting from understanding what is meant by the Pancasila Student Profile, how to realize the Pancasila Student Profile and how to implement it as an effort to realize students who have the Pancasila Student Profile. Many activities are carried out to increase teachers' understanding regarding implementing it, such as training, teacher scientific meetings, and other similar supporting activities. (S, March 27, 2023)

The same thing was explained by Mr. AP, the homeroom teacher of VB SDN 1/IV Jambi City, in an interview. He stated:

The teacher must understand the implementation of the Pancasila Student Profile Strengthening Project before implementing the lesson so that the process can run smoothly and as expected. Various activities are carried out to support teachers' understanding of this project, such as teacher training, teacher scientific meetings, and other similar supporting activities. (AP, March 27, 2023).

Based on the results of interviews with the class V homeroom teachers at SDN 1/IV Jambi City, it can be seen that cultivating an understanding of the Pancasila Student Profile Strengthening Project is very important to carry out to improve the competence and quality of teachers in implementing this project. The educational units must prepare many activities to support it through learning implementation training, workshops, socialization, scientific teacher meetings, and other supporting activities.

The results of the interview are supported by the results of the observations that have been conducted. Based on the results of observations conducted to increase teachers' understanding of P5 learning, the head of the educational unit has a

significant role. The head of the educational unit always provides teachers with activities that can increase their understanding of P5 learning. The educational unit aims to increase teacher understanding, hone teachers' teaching abilities, and increase teacher competence in learning. The activities provided can be carried out before learning, at the beginning, during learning, or at certain times that allow. One of the routine activities implemented is learning evaluation because the more routinely similar activities are carried out, the more the teacher's understanding will increase. Then, it will create a more structured and higher-quality learning implementation.

2. Designing the Pancasila Students Profile Strengthening Project

Before implementing P5, the teacher must first design the form of the project that will be implemented so that its implementation can run smoothly. The project design was guided by the Guidebook for Development of the Project for Strengthening the Pancasila Student Profile. According to the guidebook, there are several stages in designing the project as follows:

a) Forming a facilitator team

The forming of the facilitator team is carried out by the head of the educational unit, where the head determines the coordinator of the profile project. The head of the educational unit and the profile project coordinator form a facilitator team according to the needs. They can map educators from each class or representatives from each phase if the human resources are limited. The aim of forming this facilitator team is for project implementation to be well structured and run smoothly. The following is the explanation of the homeroom teacher of VA SDN 1/IV Jambi City, namely Mrs. S, through interviews:

> *In forming the facilitator team, the principal determines the profile project coordinator; here, I was chosen by the principal to be the profile project coordinator. After selecting the project coordinator, we assembled a team of facilitators according to their needs. Here, we mapped the teachers from each class who carried out the project to strengthen the profile of Pancasila students. The facilitator team that has been formed will later be given their respective tasks. The tasks given help support the successful implementation of P5 learning. (S, March 27, 2023).*

Based on the results of an interview with the homeroom teacher of VA SDN 1/IV Jambi City, Mrs. S, it is known that the head of the educational unit determines the profile project coordinator, who will later manage and monitor how the project is implemented. Next is organizing a team of facilitators according to needs and mapping teachers from each class implementing P5 learning.

Based on the observations that have been made, the facilitator team was formed before the P5 lesson was prepared. The head of the educational unit formed the facilitator team. The head of the educational unit will appoint one teacher to be the project coordinator. At SDN 1/IV Jambi City, the profile project coordinator appointed is Mrs. S. Next, the facilitator team was designed to map teachers from each class who implemented P5. After the facilitator team is formed, the project coordinator divides the tasks that will be carried out. From the implementation of P5 that has been observed, each facilitator team carries out their respective duties, where the profile project coordinator is tasked with managing the system needed by the facilitator team and students, ensuring collaboration between the facilitator team, monitoring project flow, and designing assessments. Meanwhile, the facilitator team is tasked with realizing everything that has been well-designed.

b) Identifying the Readiness Level of Educational Units

The educational unit's readiness level must be identified before designing the learning process. The following is explained by the homeroom teacher of VA SDN 1/IV Jambi City, namely Mrs. S, through interviews:

> *In identifying the readiness of educational units, we carry out initial reflections, which help see the extent of mastery of project-based learning implementation. This reflection will later be used as a guide to determine what kind of project is suitable to be implemented at the readiness stage of our educational unit. (S, March 27 2023).*

Based on the results of the interviews that have been conducted, it can be seen that in identifying the level of readiness of educational units, it is necessary to carry out an initial reflection, which aims to see the extent of teacher mastery of project-based learning and how often project-

based learning is implemented. It helps determine which projects are suitable to implement at that readiness level.

Differences in the level of readiness of educational units will also differentiate which learning can be applied. Based on the observations made in identifying the level of readiness of the education unit at SDN 1/IV Jambi City, the teacher carried out an initial reflection. The initial reflection was carried out by asking several questions about how well the teacher understands and how often the teacher carries out project learning after the team's initial reflection. Facilitators can find out how ready the educational unit is to implement P5. Based on the results of the initial reflection that has been carried out, it can be seen that SDN 1/IV Jambi City has entered the advanced stage, where the majority of teachers already understand a lot about project-based learning, have often carried out project-based learning, have had involvement with partners, and have been mentors several times for early stage and developing schools. It shows that SDN 1/IV Jambi City is ready to implement P5 learning from the education unit, the head of the education unit, and the teaching staff.

c) Designing Dimensions, Themes, and Time Allocation of the Project for Strengthening Pancasila Student Profiles

The dimensions and theme of the Pancasila student profile strengthening project can be determined by considering several things, such as the school's vision and mission, the readiness of the educational unit, adapting to the educational calendar, and so on. The following was explained by Mr. AP, the homeroom teacher of VB SDN 1/IV Jambi City, in an interview. He stated that:

> *The dimensions of the project are determined in several ways, such as by the facilitator team and the head of the educational unit determining the dimensions of the Pancasila student profile, which will be the focus for development in the current academic year. The selection of dimensions refers to the school's vision and mission, and the dimensions of the Pancasila student profile developed in a project are a few. So that the aim of achieving the project profile is clear and focused, determining dimensions is followed by determining elements and sub-elements that are appropriate to the conditions and needs of students. This academic year, we have*

> *chosen the dimensions of cooperation, independence, and creativity. (AP, March 27, 2023)*

In line with the results of the interview, Mrs. NEP, as the homeroom teacher of class V-c, also added to the statement given by Mr. AP in the interview, she stated:

> *In determining a theme project, several things must be considered, such as ensuring the readiness of the school, teachers, and students to carry out the project, adjusting it to the educational calendar, and choosing a theme based on issues or topics that are currently hot, that are the focus of discussion, or that are a priority for the school. Here, we choose the theme of entrepreneurship. (AP, March 27, 2023)*

There are several things that the facilitator team must pay attention to in determining the project dimensions and themes explained in the interview results. The project dimensions are determined by: 1). The team of facilitators and heads of educational units determines the dimensions of the Pancasila student profile, which will be the focus for development in the current academic year. 2). The selection of dimensions refers to the school's vision and mission. 3). There are few dimensions of the Pancasila Student Profile developed in a project, so the goal of achieving the profile project is clear and focused. 4). Determining dimensions is continued by determining elements and sub-elements that suit the conditions and needs of students. The dimensions applied in the current academic year are cooperation, independence, and creativity. The selection of these three dimensions is adapted to the P5 development guidelines, such as the cooperation dimension, which focuses on creating students with a spirit of helping each other. It aims to facilitate every task and strengthen relationships between Indonesian citizens. Furthermore, the independent dimension focuses on creating students with a spirit of independence so that each student can solve each problem individually or independently. The creative dimension focuses on creating students who have high creativity so they can process and create something new, original, meaningful, and beneficial.

Besides that, in determining the project theme, there are also several things that the facilitator team must pay attention to: 1). Ensure the readiness of schools, teachers, and students to carry out projects. 2). Adjust the educational

calendar. 3). Choose a theme based on an issue or topic that is currently hot, is the focus of discussion, or is a school priority. This theme is tailored to the needs of the students and focuses on the goals they want to achieve. The theme chosen for the current academic year is entrepreneurship. This theme was chosen because students are expected to be able to identify economic potential and business opportunities at the local level and the problems that exist in developing this potential and business development, as well as their relationship to environmental, social, and community welfare aspects.

The results of the observations made support this statement. From the results of the observations, the selection of project dimensions and themes is indeed adjusted to the needs of students, looking at the readiness of the educational unit. The dimensions chosen are the cooperative dimension, the independent dimension, and the creative dimension. In the cooperation dimension, students are taught how to work together in teams to make batik; in the independent dimension, students are taught how to create their batik; and in the creative dimension, students are taught how to express their creativity in the batik products that will be created. The chosen project theme is entrepreneurship, where students are taught to identify the potential for selling batik and how to become an entrepreneur selling batik, which was created at the harvest expo for the project work to strengthen the profile of Pancasila students.

The selected dimensions and themes are then described in several learning stages arranged in time allocation. The time allocation for implementing P5 is designed following the readiness of the educational unit and the series of P5 activities that have been prepared. Determining the timing of P5 implementation must be by the chosen theme and dimensions. Mrs. NEP explains the following as class teacher 5C of SDN 1/IV Jambi City in the results of an interview, which states that:

In designing the time allocation for implementing P5, the facilitator team creates a flow containing project activities using a mutually agreed activity structure. The implementation of P5 uses block time allocation, namely collecting or condensing learning for one month at the end of

the semester because P5 is in the form of a product (NEP, March 27, 2023).

Based on the interviews conducted, in designing the time allocation for implementing P5, several things must be taken into account, such as choosing the theme, developing the dimension, and designing the flow of activities. Choosing a theme for implementing P5 determines the time flow that will be designed because not all themes can be applied at all times. Some themes can only be applied at certain times according to the situation. So, designing the time allocation for implementing P5 must be done based on the chosen theme. Besides choosing a theme, designing the time allocation for implementing P5 also refers to the dimensions and flow of the activities to be implemented. In this P5 activity, the facilitator team uses a profile project sequence flow of introduction, context, action, reflection, and follow-up. It is adapted to the P5 implementation time allocation design, block time allocation. It is a learning in a few meetings with flexible time to suit current conditions. The block time carried out is in the form of condensing activities or learning activities collected in the one-time frame because P5 is in the form of a product at this time. Therefore, product creation is carried out within the specified time frame. The chosen time for implementing P5 is one month at the end of the semester because the time chosen is based on the theme, dimensions, and flow of activities to be implemented.

The results of the observations made support this statement. From the results of the observations, it can be seen that the implementation of P5 in class V of SDN 1/IV, Jambi City, applies block time allocation. It is a form of learning that uses shortened meetings, namely only one month of learning, but with a flexible learning time. The purpose of choosing this block time is to understand the material better because in one meeting, students focus on learning for a long time. The implementation of P5 in class V of SDN 1/IV in Jambi City is carried out in 1 month of learning at the semester's end, from February 24, 2023, to May 5, 2023. The time for implementing P5 has been mapped into several lesson hours with several meetings. Learning hours are mapped to current or future learning needs and conditions. The time allocation plan created has been adjusted

to the Minister of Education Decree number 262 of 2022 and the guidebook for the Pancasila Student Profile Strengthening Project. The time for implementing P5 in class V SDN 1/IV Jambi City is 126 hours of lessons, divided into four streams: introduction, contextual, action, and reflection, with 21 meetings.

d) Compiling Project Modules

After all the components needed to compose the project module are designed, the project module is then arranged by the applicable rules. Mr. VK, the class teacher of VD SDN 1/IV Jambi City, explained the following in an interview. He stated:

> *In compiling project modules, we collaborate with teachers at the same grade level so that the projects that will be implemented will be similar. Several points must be included when compiling a project module, such as the module profile, objectives, activities, and assessments. This project module will later become a guide for project implementation. (VK, March 27 2023)*

The statement in the interview results explains that the project module in class V of SDN 1/IV Jambi City was prepared jointly by all class V homeroom teachers. This is because the five study groups at this level (grade five) will implement the project to be implemented jointly. The prepared project module contains the module profile, objectives, activities, and assessments. This project module is used as a reference in implementing P5 in class V. Creating the module is up to the teacher, who wants to make the teaching look more attractive.

This statement is also proven through the observations, which show that the class V project module was prepared by all the teachers who taught in that class. Every teacher in class V works together to design the project module. So, in designing the module, the teacher must look at the students as a whole. The joint design of the module aims to ensure that the learning achievements of all study groups can be balanced. The prepared project module must contain a module profile, objectives, activities, and assessments. This project module is a reference for implementing P5 in class V.

e) Planning a project results reporting strategy

The strategy of project results report is designed to be a guide when reporting project results at the end of the lesson. In an interview, Mrs. S, the homeroom teacher of VA SDN 1/IV Jambi City, explained the following. She stated:

> *The strategy for reporting project results must be designed first before learning is implemented. The project results reporting plan that is prepared must be able to answer two questions on how to document the results of the profile project and how to process and compile reporting on project results. Several forms of reporting project results exist, such as educator journals, student portfolios, and project reports. Later, the teacher will use these things to report on the student's learning outcomes during the project. (S, March 27 2023)*

Based on the interviews and observations that have been carried out, the strategy for reporting profile project results is designed to serve as a guide for teachers to report profile project results at the end of the lesson. Reporting of project results is documented through various media, such as educator journals, student portfolios, and project reports. The reports must be informative and convey messages about student progress during the project. The draft project report must meet several principles, such as showing coherence, not being a heavy administrative burden, and having complete competence.

3. Managing the Pancasila Student Profile Strengthening Project

a) Starting Activities on the Pancasila Student Profile Strengthening Project

The initial stage of P5 activities begins with an introduction to the project. As a learning facilitator, teachers can start implementing profile projects by inviting students to see real situations that occur in everyday life. The following is explained by Mrs. NEP, as class teacher VC of SDN 1/IV Jambi City, regarding the project's introduction in the interview results. She stated:

> *In starting P5 activities, learning begins by asking trigger questions in project activities that can provoke students' connection and curiosity. The questions given are in the form of things related to the learning topic. The questions given are reciprocal, and students can respond directly to each question given. After that, it continues by connecting authentic problems experienced by students in everyday life. Here, the teacher will give real examples, such as batik, often used in students' daily lives, such as wearing school uniforms, everyday clothes, etc. Then, you can also present problems to*

the class through various media, such as showing objects related to the topic. The introduction was about handwritten, stamped batik and jerumat batik (NEP, March 27, 2023)

Based on the interview results, in the project's introduction stage, the teacher begins introducing it by giving trigger questions. These questions relate to the student's daily lives. The introduction was about written and stamped batik and *jerumat* batik.

The results of the observations that have been made show that when starting the implementation of the profile project, the teacher gives several trigger questions to the students. The questions given are related to the project that will be implemented. In addition, the teacher also provides an overview by relating authentic problems that students experience in everyday life. It aims to ensure that students can easily understand what project will be implemented. The teacher's introduction to the project was about handwritten and stamped batik and *jerumat* batik.

The introduction of the profile project was also strengthened by visiting one of the batik studios. It is the Bahri Batik Studio, which is located on Jl. Danau Sipin, Legok, Telanai Pura subdistrict, Jambi city, Jambi province. Strengthening the introduction of this profile project is carried out so that students can understand better the history of batik, the process of making batik, and the potential for selling batik. The following was explained by Mr. VK, the class teacher of VD SDN 1/IV Jambi City, in the results of an interview:

Introducing the project is not only enough through asking stimulating questions but also to see directly how the project works in everyday life. To strengthen the introduction of profile projects, our school collaborates with one of the batik studios, the Bahri Batik Studio, which is more experts in batik, the history of batik, batik making, and the marketability of batik. When visiting the Bahri Batik Studio, students can see firsthand how the process of making batik is done. There, students were told the history of Jambi batik, the types of batik, how to make stamped batik and jerumat, and the marketing potential of batik. (VK, March 27 2023)

Based on the results of the interviews that have been conducted, a direct introduction to the field must also support the introduction of profile projects. A form of strengthening the introduction of profile projects carried out by class V of SDN 1/IV Jambi City was a visit to one of the batik studios. SDN 1/IV Jambi City class V visited the Bahri Batik studio on Jl. Danau Sipin, Legok, Telanai Pura sub-district, Jambi City, Jambi Province. The visit carried out by class V of SDN 1/IV Jambi City aims to strengthen students' understanding of the profile project about batik that will be carried out. Visiting batik studios will increase students' in-depth understanding of batik because the experts will guide them directly.

The results of the observations made support this statement. Based on the results of the observations, it can be seen that the visit made by class V of SDN 1/IV Jambi City to the Bahri Batik Studio can increase students' understanding of the project that will be carried out because students can be directly involved in the implementation of batik. The visit allows students to experience every process of making batik in real life so that students' memories will be better because they hear it and do it directly. Activities carried out during a visit to the Bahri Batik Studio were:

a. Understanding the History of Batik

The initial activity in introducing the project during a visit to the Bahri Batik studio was to understand what batik is and the history of batik.

Experts who genuinely understand batik in depth provide materials regarding the meaning and history of batik. The materials provided focus more on Jambi batik because students often see and use Jambi batik.

b. Recognizing Batik Equipment

The following material concerns some equipment needed to make batik, their uses, and how to use them.

The experts explained one by one the equipment needed to make batik, starting from making batik patterns, the cloth used, and how to dye and dry batik cloth. The speaker also shows how to use each piece of equipment in making batik.

c. They are getting to know handwritten and stamped batik and *jerumat* batik.

Next, students are given material regarding the types of batik (handwritten, stamped, and

jerumat batik), its shapes, and the manufacturing process.

Besides that, the experts also showed how to make batik and invited students to try directly how to make it. It aims to enable students to understand directly how the batik-making process works and make it easier to record any material provided.

b) Optimizing some Activities for the Pancasila Student Profiles Strengthening Project

The following flow in the stage of optimizing P5 activities is contextual, which at this stage, the teacher tries to align learning with students' actual experiences. Students are guided so that they can play a direct role in project activities. In an interview, Mrs. F, the homeroom teacher of VE SDN 1/IV Jambi City, explained the following. She stated:

By the flow that we have designed, the stage of optimizing the first P5 activity is contextual. In this flow, students are first divided into several groups, then each group makes a batik design on plain paper and then transfers the design they have made to tracing paper. This aims to make it easier for students when making batik and avoid mistakes in making batik motifs later. The educational unit prepares the necessary equipment to support the implementation. (F, March 27, 2023)

Based on the results of the interviews in the contextual flow, the teacher tries to align learning with the students' actual experiences. Students are guided to be directly involved in batik-making activities. It aims to ensure that students can carry out projects independently.

The results of observations prove this statement. Based on the results of the observations in the contextual flow, students are guided to be able to make batik designs on plain paper. These designs are in the form of motifs, which can be transferred to tracing paper. It aims to minimize errors when making batik motifs on a fabric.

The following flow in optimizing P5 activities is action. In this flow, students carry out actual actions in making batik. The stages carried out in the action flow are making batik (written and stamped batik and *jerumat* batik), the dyeing

process, and making products from the batik material that has been made. The following was explained by Mrs. S, the homeroom teacher of VA SDN 1/IV Jambi City, in an interview:

In the action flow, we divide the activities into three parts. The first is making batik (written, stamped, and jerumat batik). The second is the dyeing process. and the last is making products from batik materials that have been made. (S, April 4, 2023)

Continuing this opinion, Mr. AP as the homeroom teacher of VB SDN 1/IV Jambi City also added an explanation from Mrs. S in the interview results. He stated:

The activities were divided into five meetings in the batik section (written, stamped, and jerumat batik). The first activity was making written batik. In this section, each group made batik on cloth using canting, following a previously prepared paper pattern. Next, making stamped batik. In this part, each group makes batik using the stamps provided by the educational unit. Next, making jerumat batik. In making jerumat batik, each student can make the design and motif they want. (AP, April 4, 2023)

Adding to the answer from Mr. AP, Mrs. NEP also explained it in the interview results. She stated:

After the batik activity (written, stamped, and jerumat batik) was completed, the activity continued with the batik dyeing process. The batik dyeing process was carried out in three meetings. In the batik dyeing process, we invited experts from the batik studio to teach the students the correct batik dyeing process. The batik coloring process is divided into two stages: written and stamped. Before the students color the batik, the expert will demonstrate the correct method. After that, each group is responsible for coloring their respective group's batik. The respective experts and homeroom teachers will monitor and direct the batik coloring process. After coloring the written and stamped batik, each group was directed to dry the results of the batik coloring in the prepared place. The next activity continued with coloring the jerumat batik. Like the previous activity, the students first listened to directions and examples from the experts. Afterward, they took turns coloring their serum at batik following the expert's instructions. Once finished, students are directed to dry the coloring results in the place provided. (NEP, April 4, 2023)

Furthermore, Mr. VK, a homeroom teacher of VD, also added an explanation to the interview results. He stated:

The final activity in the action flow is making products from batik materials that have been made. This activity is carried

out in five meetings. Each group is free to create the batik products made into various works in the form of valuable items. Each student is also free to be creative using the batik cloth that has been made. Besides creating work at school, students also collaborate with their parents at home to create work in the form of valuable items like tablecloths, laptop bags, wallets, etc. (VK, April 4, 2023)

Based on the results of interviews and observations that have been carried out, the action flow of activities is divided into three parts. The first is making batik (written, stamped, and *jerumat* batik*)* in five meetings. The second is the dyeing process, carried out in three meetings. The last is making products from batik materials that have been made, which was carried out in five meetings. Each stage has been designed to determine how the activity will occur. The process of activities carried out in the action flow is as follows:

a. Batik (written, stamped, and *jerumat*)

The activity of batik, or making batik, is divided into five meetings. Students must make written, stamped, and *jerumat* batik in each meeting.

Making written batik is done in groups. The first process is sketching the batik motif on the cloth. The motif used is a motif that has been prepared on tracing paper. Next, the sketch of the motif is overwritten with wax using canting. Once finished, the batik cloth can be stored for later coloring and dyeing.

Making stamped batik is done in groups, too. Each group must try individually to make stamped batik. The way to make stamped batik is quite simple. Each group gets one piece of cloth, which will later be stamped. The cloth is first marked using a pencil for each part to be stamped. Then, the cloth is placed on a table covered with a damp sponge, which helps cool when stamped on the fabric. Stamp it onto the cloth. After that, each group member puts a stamp coated with wax. After all the desired parts are stamped, the cloth can be stored for later coloring and dyeing.

Making *jerumat* batik is done individually on a white cloth. Making *jerumat* batik is free for students, meaning they can make whatever motif they want on their clothes. After making the motif on their clothes, students sew them according to the motif they made. When sewing clothing motifs, students use marbles to vary the resulting motifs and colors. Once the clothes are finished sewing, they can be stored for later dyeing.

b. Coloring and dyeing

Coloring and dyeing are carried out in three meetings. The first process is to color the desired part of the written and stamped batik. Each student in the group works together to color parts of the batik motif. Next, the batik cloth is aired until the color dries.

After the batik motif coloring process, the activity continued with cloth dyeing. In cloth dyeing, the school collaborated with one of the batik studios, the Bahari Batik Studio. Several experts in batik were invited to provide examples of correct batik cloth dyeing. Students observe the example given by the expert, and after that, each group takes turns trying to dip the batik cloth that has been made by following the process exemplified by the expert. After the color dyeing is carried out, the process continues with wax melting, which is done by boiling the batik cloth dyed in color. After it felt that the wax was no longer sticking to the cloth, students were directed to dry it in the provided place.

After coloring and dyeing the written and stamped batik, the activity continued with dyeing the *jerumat* batik. The expert gave an example of the correct steps in dyeing the *jerumat* batik to get a good color. After that, the students dyed the *jerumat* batik, which they each made individually. After completing the steps for dyeing *jerumat* batik, students are directed to dry the batik until completely dry.

c. Making products from batik material

Making products from batik material that has been made is carried out in five meetings. Students are free to be creative using the batik cloth that has been made.

Besides making products at school, students also work with their parents to make crafts at home. Products in the form of batik cloth that have been made include laptop bags, tablecloths, wallets, key chains, and so on. The products made will later be sold at the P5 closing event.

c) Closing the activities of the Pancasila Student Profile Strengthening Project

The series of P5 activities closed by holding the "The Expo of Pancasila Student Profile Strengthening Project".The purpose of holding this expo event for P5's work is to show appreciation for students who have been able to complete P5 activities well. Students can show off project results and share experiences while the project is being carried out. This is an incentive for students to fulfill the lessons they have learned. In an interview, Mrs. F, the homeroom teacher of VE SDN 1/IV Jambi City, explained the following. She stated:

> *To close the series of project activities, we held an expo for P5's work. We held this expo for three days, from May 3 to 5, 2023. Every student has an essential role in preparing the expo, starting with the exhibition stand, the contents of the stand, etc. During the expo, we showed our products, including some crafts made from batik. The products made were then sold to visitors who attended the expo. It aims to appreciate students who have been able to complete P5 activities well and fulfill the learning carried out. (F, May 7, 2023)*

Based on the results of interviews and observations, it can be seen that the series of P5 activities closed by holding an Expo of the Pancasila Student Profile Strengthening Project. This activity was a form of appreciation for students who had completed the project. This P5 expo event is aimed at students who have completed a series of P5 activities. It is hoped that students will be more enthusiastic about carrying out P5 activities in the future.

The P5 expo event was held three days, from May 3 to May 5, 2023. The P5 expo event was held to appreciate students who had completed the entire series of P5 activities and held an expo event. P5's work/ product is also used as an opportunity for students to promote the results of the projects they have created. This is to fulfill the P5 learning that has been carried out. Carrying out this expo is also the final step to see the achievement of learning objectives, dimensions, and elements in P5. After carrying out all the P5 activities, a reflection needs to be held to evaluate how successful the P5 activities are. The reflection is also used as a reference in following up on P5 activities in the future. The following was

explained by Mrs. S, the homeroom teacher of VA SDN 1/IV Jambi City, in an interview:

> *Reflection is carried out to evaluate the extent of success in implementing P5. It will later be used as a reference in carrying out follow-up actions. The reflections are in the form of several questions, which will later be answered by students, teachers, the facilitator team, and heads of educational units. After reflecting, we then make a follow-up. The follow-up is that we will continue to use the same theme in the next class. (S, May 7, 2023)*

Based on the results of interviews and observations, the reflection and follow-up carried out are to find out what has been done and what will be done. The reflection given is in the form of questions regarding implementing P5.

After reflecting, the principal and the team of facilitators designed follow-up actions that would be carried out in the future. The follow-up action was to continue using the theme used in class V, namely "entrepreneurship" with a project to make batik that students would use at the school farewell party.

d) Optimizing Partner Involvement

Partners in P5 activities play an essential role. Their involvement must be optimized so that learning outcomes can achieve learning objectives. Mr. AP, as the homeroom teacher of VB SDN 1/IV Jambi City, explained this in an interview:

> *Many partners were involved in implementing P5, including parents, batik experts, the environment around the school, and guests who came to the P5 expo. All partner involvement must be optimized so that learning can be more optimal. (AP, May 7, 2023)*

Based on the results of observations and interviews that have been conducted, partner involvement must be optimized as best as possible so that learning will be more optimal. Several partners in P5, such as parents or someone who must be able to guide students in implementing P5 at home, experts who must provide students with much knowledge related to the project, and visitors who appreciate their works/ products.

4. Processing assessments and reporting the results of the Pancasila Student Profile Strengthening Project

Processing assessments and reporting P5 results is the final part of project learning and is a form of teacher responsibility in assessing student

activities. The following was explained by Mrs. S, the homeroom teacher of VA SDN 1/IV Jambi City, in an interview:

> *In the assessment process, the teacher carries out data analysis of the assessment results during project activities. The processing of assessment results can be in the form of qualitative or quantitative data. After the assessment data is obtained, the data is used as material for creating a project report. This report is separated from intracurricular learning. (S, May 7, 2023)*

Teachers can conduct qualitative and quantitative analyses based on the results of interviews and observations carried out in processing assessments. Qualitative data is obtained from observation analysis and rubrics, while quantitative data is obtained from comparing students' learning outcomes against the criteria for achieving learning objectives. After processing the assessment, the data is outlined in the project report. The project report is an illustration of students' success during P5 implementation.

Conclusion

It can be seen from the successful implementation of the project at the school. The success of implementing the project must be connected to the role of the teachers who implement it. The implementation of that project is based on the implementation guidebook. Therefore, in implementing the project, teachers must follow the path that has been created, starting from understanding the Pancasila Student Profile Strengthening Project, designing the project, managing the project, processing assessments, and reporting the project results. Teachers have the freedom to design each learning path, so the success of implementing the project depends on the teacher's design and implementation. The success of implementing the project can be seen in student learning outcomes reports, which show how successful students are in participating in learning.

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