Project for Strengthening the Profile of Pancasila Students As a Co-Curricular Program at Elementary School

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Abstrak. *Ketertinggalan pembelajaran, juga dikenal sebagai ketertinggalan pembelajaran, terjadi karena pemindahan ruang belajar selama pandemi COVID-19. Penurunan kemampuan siswa menyebabkan penurunan kualitas lulusannya. Kondisi ini menimbulkan keraguan besar tentang relevansi kurikulum sebelumnya (kurikulum 2013) dengan keadaan pandemi Covid-19. Tujuan penelitian ini adalah untuk mengetahui bagaimana guru SD melihat P5 sebagai program kokurikuler dalam menerapkan kurikulum bebas.. Indikator pemahaman kokurikuler, tujuan P5, isi, proses, dan evaluasi akan digunakan untuk menilai persepsi guru terhadap P5.. Penelitian deskriptif kuantitatif digunakan untuk mengumpulkan data. Untuk mengumpulkan data, angket dibagikan kepada seratus guru SD di kota Enrekang, dan kemudian dilakukan wawancara terbatas dengan tiga guru sampel untuk mendukung angket. Untuk data, teknik analisis konten digunakan. Hasil menunjukkan bahwa persepsi guru terhadap P5 berkategori cukup berdasarkan indikator pemahaman kokurikuler, tujuan, isi, proses, dan evaluasi P5. Hasil wawancara menunjukkan bahwa guru tidak memahami alur P5, komponen modul P5, dan sintaks aktivitas P5. Akibatnya, persepsi guru tentang P5 masih dikategorikan sebagai cukup atau kurang baik. Untuk mencapai hal ini, guru harus lebih memahami P5. Salah satu cara untuk melakukan ini adalah dengan menggunakan platform belajar merdeka, yang merupakan alat pelatihan mandiri guru yang dapat diakses kapan saja dan di mana saja. Diharapkan bahwa penggunaan platform pembelajaran bebas akan meningkatkan persepsi guru terhadap P5 sebagai program kokurikuler dalam kurikulum bebas.*

Abstract. *Learning lag, also known as learning lag, occurred due to the relocation of learning spaces during the COVID-19 pandemic. The decline in student abilities causes a decline in the quality of graduates. This condition raises big doubts about the relevance of the previous curriculum (2013 curriculum) to the situation of the Covid-19 pandemic. The aim of this research is to find out how elementary school teachers view P5 as a co-curricular program in implementing a free curriculum. Indicators of co-curricular understanding, P5 objectives, content, process and evaluation will be used to assess teachers'*

perceptions of P5. Quantitative descriptive research is used to collect data . To collect data, questionnaires were distributed to one hundred elementary school teachers in Enrekang city, and then limited interviews were conducted with three sample teachers to support the questionnaire. For the data, content analysis techniques were used. The results show that teachers' perceptions of P5 are categorized as sufficient based on indicators of co-curricular understanding, objectives, content, processes and evaluation of P5. The interview results showed that the teacher did not understand the flow of P5, the components of the P5 module, and the syntax of P5 activities. As a result, teachers' perceptions of P5 are still categorized as fair or poor. To achieve this, teachers must better understand P5. One way to do this is to use a free learning platform, which is a self-paced teacher training tool that can be accessed anytime and anywhere. It is hoped that the use of free learning platforms will increase teachers' perceptions of P5 as a co-curricular program in the free curriculum.

Introduction

The Covid-19 pandemic has changed all aspects of life, including education. Government policies that prioritize the health and safety of children and teachers mean that the usual face-to-face learning must be stopped and replaced with distance learning. This means that the Covid-19 pandemic has forced educational practitioners to move face-to-face learning rooms to virtual face-to-face learning rooms.

The COVID-19 pandemic has caused a decrease in learning due to the movement of learning spaces. Learning Loss is a condition when students experience a loss of competencies that have been learned in the previous period, are unable to complete learning at grade level and are indicated to experience compound impacts due to not mastering learning competencies at each level (Abidin, 2019; Suriani et al, 2023). Students' abilities decline as a result of knowledge loss, which also correlates with a decline in the quality of graduates. Research results show that when Distance Learning was initially implemented, only 68% of children had access to learning from home and the remaining 32% of children did not even receive any form of learning program (Komara, 2018).

Research results from the Puslitjak and Innovation study show that in the early grades, the loss of students' learning abilities in terms of literacy and numeracy before and during the pandemic was equivalent to 5-6 months after 12 months of learning from home (Kusumawati, 2022). The same study also shows that when students do not master things that students actually have to master in one year, it will have a compounding impact on the competencies that students can learn at the next level (Khairunisa et al, 2023).

The relevance of the previous climate to the COVID-19 pandemic situation is doubted by the above conditions. The results of the evaluation of the 2013 curriculum stated that the learning load in the 2013 curriculum was too much, this was a signal that a curriculum was needed that was more flexible and oriented towards completing children's understanding or student competencies (Shalikha, 2022). Apart from that, misconceptions regarding mastery learning in the 2013 curriculum have had a significant

impact on reducing the quality of students. The mastery learning expected in the 2013 curriculum is the completion of understanding, however in the field it is interpreted as the completion of the material. This causes the degradation of the meaning of education. Furthermore, misconceptions occur in understanding related to competence which is still divided into 3 dimensions: knowledge, attitudes and skills. This makes the assessment more complicated and energy consuming. In fact, the concept of competency is complete, a unity of knowledge, attitudes and skills (Tejawiani et al, 2023).

Seeing the conditions above, it is time to look for alternative solutions to restore education in Indonesia. This solution must be comprehensive and holistic which does not only use an administrative approach, but must also carry out cultural transformation (Shalikha, 2022). Luckily, the government has realized and started to develop a curriculum that is more flexible and pro-student, namely the independent curriculum. The independent curriculum, which was previously called the prototype curriculum, is basically not a curriculum that exists through social reconstruction. This curriculum is present as an improvement and extension of the 2013 curriculum. The independent curriculum is oriented towards learning recovery after the Covid-19 pandemic and to improve literacy, numeracy and student character.

The liberal curriculum has a variety of intracurricular learning, so students have sufficient time to learn ideas and strengthen their abilities. A Merdeka curriculum is an educational program that provides students with the opportunity to demonstrate their natural talents in a relaxed, relaxed, enjoyable and pressure-free manner (Sibagariang et al, 2021; Mery et al, 2022). Teachers can choose various teaching methods in the learning process so that learning can be tailored to students' learning needs and interests (Ulandari et al, 2023). The policy of implementing an independent curriculum is considered positive because it is in line with current developments. An independent curriculum is a way to change the education system to anticipate the country's development and progress (Rachmawati et al, 2022; Widana et al, 2023).

The independent curriculum is in accordance with the vision and mission of Indonesian education, namely creating superior people who are able to compete in various fields of life (Irawati et al, 2022). In the independent curriculum there are co-curricular programs which are different from the previous curriculum. There are many benefits of co-curricular programs. Co-curricular activities are educational activities outside of subjects which aim to help students develop according to their needs, potential, talents and interests. These activities are specifically designed by teachers according to their abilities and authority at school.

Several studies related to co-curricular programs in the independent curriculum have been carried out, including that the interesting thing in the independent curriculum is that there are co-curricular programs which in the previous curriculum had not received attention because they were only implemented spontaneously and unplanned. Then research states that co-curricular activities can improve understanding of concepts and academic achievement (Sulastri et al, 2022). Likewise, research concludes that there is a positive relationship between co-curricular activities and academic achievement (Safitri et al, 2022). Research This co-curricular program must be implemented well by teachers as support for flexibility in education (Maryani et al, 2023). Based on the previous research above, there is no research that touches on the profile of Pancasila students (P5) and researchers believe it can be used as a co-curricular program that can improve students' academic competence.

In the independent curriculum, the co-curricular program is implemented in the

form of a project to strengthen the profile of Pancasila students (P5). P5 was developed based on certain themes set by the government. P5 does not aim to achieve certain learning achievement targets, so it is not tied to subject content. This co-curricular in the form of P5 is a breakthrough in creating flexible learning, increasing motivation to actively participate in face-to-face learning, working together, being creative and expressing to produce ideas and thoughts through actions that can have an impact on oneself and the surrounding environment

(Santoso et al, 2023).

Based on the background above, the aim of this research is to find out how elementary school teachers view P5 as a co-curricular program to implement an independent curriculum. Indicators of co-curricular understanding, P5 objectives, P5 content, P5 process, and P5 evaluation will be used to assess teacher perceptions of P5. So the title of this research is "Project for Strengthening the Profile of Pancasila Students as a Co-Curricular Program: An Analysis Study of Teacher Perceptions"
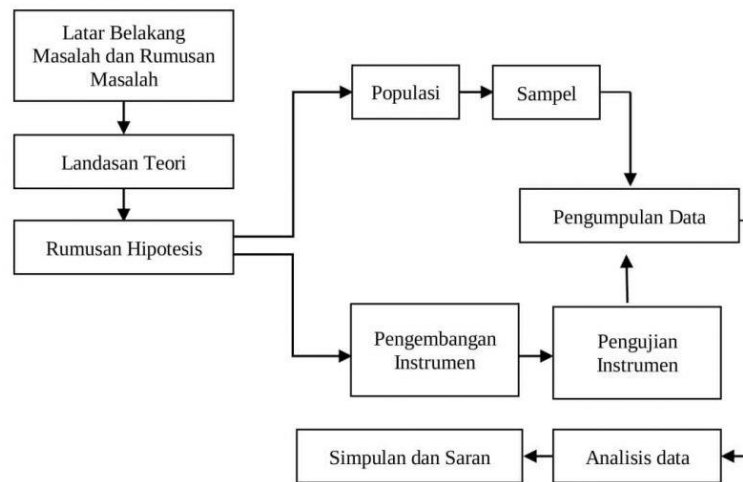
Method

Figure 1. Quantitative Descriptive Approach

The research method used is a descriptive research method with a quantitative approach, while the method used is the case study research method. The sample determined in this research was 100 teachers in Enrekang City using a simple random sampling technique. The instrument used was a questionnaire regarding teacher perceptions of P5 as a co-curricular program in implementing the independent curriculum. The instrument has been tested for the questionnaire, namely validity and reliability tests.

Table 1. Percentage range and qualitative criteria

No	Interval	Criteria
1	Presentase ≤ 44%	Very Low Comprehension
2	45% < percentage ≤ 58%	Low Comprehension
3	59% < percentage ≤ 72%	Sufficient Understanding
4	73% < percentage ≤ 86%	High Comprehension
5	87% < percentage ≤ 100%	Very High Comprehension

The instrument test results show 20 valid and reliable statements. The co-curricular understanding indicators, objectives, content, process and evaluation of P5 consist of twenty statements used to measure teacher perceptions of P5. 10 of the statements made

are positive and 10 are negative. Furthermore, to strengthen the questionnaire answers, four interview questions were prepared regarding Teachers' perceptions of P5 as a co-curricular program in implementing an independent curriculum. These questions cover the P5 planning flow, themes in P5, P5 module components, and P5 activity syntax. This question was given to 3 sample teachers randomly. The data was analyzed using the content analysis method. The way this method works starts from 1) data reduction, 2) data presentation, and 3) drawing conclusions (Yuliastuti et al, 2022). After that, it is interpreted using the criteria table below.

Results and Discussion

Based on the results of research through questionnaires, information was obtained on teachers' understanding of co-curricular activities. The following is presented in the table below:

Table 2. Indicators of Co-curricular Understanding

No	Co-curricular Understanding Indicators	Score	percentage
1	Indicators of co-curricular understanding 1	318	79,5%
2	Co-curricular understanding indicators 2	275	68,75%
3	Co-curricular understanding indicators 3	251	62,75%
4	Indicators of co-curricular understanding 4	315	78,75%
	Rata-rata		72,43%

Based on the picture above, it can be seen that the average teacher understanding of co-curricular is 72.43%. This score means that the teacher's understanding of co-curricular activities is in the sufficient category. This indicates that teachers have a poor understanding of co-curricular activities. Co-curricular activities do not receive special attention because there are no clear guidelines like intra-curricular activities. Co-curricular activities are sometimes implemented spontaneously and unplanned. Furthermore, the teacher's perception of P5 in terms of understanding of the objectives of P5 is presented in the table below.

Table 3. Indicators of the Project Objectives for Strengthening Pancasila Student Profiles (P5)

No	P5 Goal Indicator	Skor	Percentage
1	P5 Goal Indicator 1	329	82,25%
2	P5 Goal Indicator 2	194	48,5%
3	P5 3 Goal Indicator	321	80,25%
4	P5 4 Goal Indicator	202	50,5%

From the table above, it can be seen that teachers' understanding of the objectives of P5 has an average percentage of 65.37%, meaning that teachers' understanding of the objectives of P5 is in the sufficient category. The interesting thing is that the first P5 objective indicator regarding the project's aim to strengthen the profile of Pancasila students shows a fairly high score, namely 82.25%. This means that teachers understand that P5 was developed to strengthen the profile of Pancasila students. However, teachers cannot yet understand every element and sub-element of each dimension of the Pancasila student profile. Furthermore, teachers' perceptions of the P5 content indicators are presented in the table below.

Table 4. Content Indicators for the Strengthening Pancasila Student Profile Project (P5)

No	P5 Fill Indicator	Score	Persentase
1	P5 Content Indicator 1	216	54%
2	P5 Content Indicator 2	299	74,75%
3	P5 Content Indicator 3	196	49%
4	P5 Content Indicator 4	299	74,75%

From the table above it can be seen that the average percentage of teacher understanding of P5 content is 63.12%. This means that the teacher's understanding of the content of P5 is still in the sufficient category.

The interesting thing about the P5 content indicators is that most teachers already know the mandatory themes in the P5 offered by the government. However, teachers do not know more about the characteristics of each theme. Furthermore, the table below shows the percentage of teacher understanding of the P5 process.

Table 5. Evaluation Indicators for the Strengthening Pancasila Student Profile Project (P5)

No	P5 Process Indicator	Score	Persentase
1	P5 Process Indicator 1	197	49,25%
2	P5 Process Indicator 2	316	79%
3	P5 Process Indicator 3	316	79%
4	P5 Process Indicator 4	219	54,75%

Based on the table above, teacher understanding of the P5 process has a score of 65.5%. This score also means that the teacher's understanding of the P5 process or the teacher's understanding of the implementation of P5 is still in the sufficient category. This also explains that teachers' understanding is still not good in determining the stages of project implementation. Finally, teachers' understanding of the P5 evaluation is presented in the table below.

Table 6. Evaluation Indicators for the Strengthening Pancasila Student Profile Project (P5)

No	Evaluation Indicator P5	Score	Persentase
1	P5 Evaluation Indicators 1	202	50,5%
2	Evaluation Indicators P5 2	288	72%
3	Evaluation Indicators P5 3	297	74,25%
4	Evaluation Indicators P5 4	221	55,25%
	Rata-rata		63%

The table above shows that the teacher's understanding of how to evaluate P5 has a score of 63% or in the sufficient category. This score is the lowest score among other indicators, which requires more attention because in the independent curriculum, assessment is the key to implementing the learning process. Assessment is important because the P4 project module design stage uses a Backward Design strategy, meaning that design starts from 1) determining objectives, 2) determining assessments, and 3) determining activities. So the teacher's understanding of co-curricular activities, the objectives of P5, the content of P5, how to implement P5, and how to evaluate P5 are all in the sufficient category.

Teachers' low understanding of P5 was confirmed through limited interviews with 3 sample teachers. The results of the interview showed that the first question was "Do you know the flow of co-curricular planning for the project to strengthen the profile of Pancasila students? Name it!" the sample teacher could not answer correctly. However, in the second question "Do you know the themes of the project to strengthen the profile of Pancasila students? Name it!" the sample teachers could answer correctly. Next, the third question, namely "Do you understand

the components of the project module? Name some of the components!" the sample teachers could not answer. Finally, the fourth question is "Do you understand the syntax of the project to strengthen the profile of Pancasila students? Name one example!" even the sample teachers could not answer.

From the description of the interview above, it can be seen that the teacher's understanding of P5 is not very good. As with the indicator of co-curricular understanding which is categorized as sufficient, this is because there are still many teachers who are unfamiliar with the term co-curricular. The implementation also tends to be spontaneous and unplanned. In fact, co-curricular programs can develop students' social responsibility, potential, competence and achievements (Hamzah et al, 2022).

Furthermore, the indicator of teacher understanding of the objectives of P5 is still categorized as sufficient. Teachers only understand that P5 is implemented to strengthen the Pancasila student profile, but teachers do not yet understand the description of the objectives of the six Pancasila student profiles. In fact, the explanation of the elements and sub-elements of the Pancasila student profile dimensions has been contained in the development guide for the project to strengthen the Pancasila student profile (Sam et al, 2023).

Then the indicator of teacher understanding of the content of P5 is also categorized as sufficient. This indicates that the teacher has not been able to prepare the P5 module. This condition is in accordance with research concluding that the ability of teachers to design teaching modules using the independent curriculum is still very low (Afriatmei et al, 2023). However, during limited interviews, all respondents were able to mention the contents of P5, namely mentioning the themes in P5. Similar to the P5 content indicator, the P5 process indicator also includes sufficient teacher understanding. This is due to the teacher's low understanding of the flow of P5 implementation as confirmed through interviews where teachers were unable to mention the P5 steps.

Finally, the P5 evaluation indicator also shows that the teacher's understanding is still in the sufficient category. The ability to make assessments is still low, this is relevant to research which also states that teachers are less prepared to carry out authentic assessments in the independent learning curriculum. The lack of teacher understanding of P5 explains that the independent curriculum is not yet well understood by teachers. This is in line with research which concluded that teachers in Sibolangit sub-district's understanding of the RPP for the independent curriculum was categorized as sufficient and understanding of the mandatory components of the RPP for the independent curriculum was still lacking.

There are many factors that influence teachers' poor understanding of P5, one of which is limited training (Suttrisno et al, 2023). The government has not massively implemented independent curriculum training. Officially, independent curriculum training is only carried out in 2,500 driving schools spread throughout Indonesia, so not all teachers have received independent curriculum training, in this case P5 training. However, this cannot be used as an excuse because in the era of open information we can study independently via the internet, take part in webinars, or carry out independent training at school. One effort to support independent learning is the independent teaching platform provided by the government.

This platform is a digital platform that contains various content related to the implementation of the independent curriculum (Dewi, 2022; Juraidah et al, 2022). The Merdeka Mengajar platform can be accessed online via a web browser or through the Merdeka Mengajar application which can be downloaded on Google Play or Playstore. The application supports carrying out training

independently and flexibly. Independent training is a learning approach that encourages students to have an independent attitude and a sense of responsibility towards themselves, and not depend on other people (Nurjatisari et al, 2023). Learning like this is considered suitable for the learning process for adults (Hartutik et al, 2023). This platform is very relevant to the characteristics of electronic-based learning, namely that it can be accessed easily anytime and anywhere (Rohmah et al, 2023; Sari et al, 2023).

Training on P5 starts from P5 objectives, P5 content, P5 process, and P5 evaluation which can be accessed easily anytime and anywhere. Completing independent training on the Merdeka Mengajar Platform requires the ability to divide time with other tasks. Then, teachers must also have a high commitment to completing all stages starting from registration, materials, assignments, and real actions. Teachers are expected to complete various independent training topics on the Merdeka Mengajar Platform up to real action activities so that their understanding of

P5 can increase. Therefore, teachers in Enrekang City are advised to access the independent teaching platform so that teachers' perceptions of P5 as a co-curricular program can be better.

The challenge for teachers in the future is that with an independent curriculum, teachers can emphasize freedom and flexibility in teaching. This means teachers need to develop the ability to design and manage different learning experiences according to the needs and interests of each student. Teachers need to understand Pancasila values well and be able to integrate them into daily teaching. They must be able to explain the concepts of Pancasila in a way that is relevant and understandable to students. Teachers need to develop learning strategies that can promote Pancasila values, such as mutual cooperation, unity, equality, justice and democracy. Teachers must create a learning environment that encourages students to actively participate, work together, respect differences, and appreciate diversity.

Conclusion

Based on the explanation above, it can be concluded that teachers' perceptions of P5 as a co-curricular program in the independent curriculum are in the sufficient category. Both indicators of co-curricular understanding, P5 objectives, P5 content, P5 process, and P5 evaluation are all in the sufficient category. This data is in accordance with the interview results which show that the teacher cannot mention the P5 planning flow, P5 module components, and P5 syntax. So it is clear that teachers' perceptions of P5 need to be improved.

To improve teachers' perceptions of P5 as a co-curricular program in the independent curriculum, teachers are advised to carry out independent training, one of which is by using the independent teaching platform which can be accessed via each teacher's laptop or

smartphone. Through this platform, teachers can learn about P5 without being limited by space and time.

Things that need to be remembered in completing independent training, teachers need to have a high commitment to completing the training, be able to divide their time between independent training and other tasks, and must have high motivation to complete the independent training until it takes real action. The implications of this research are the emphasis on building student character, strengthening students' national identity, providing opportunities for students to understand, appreciate and work together with people from different backgrounds. This can strengthen unity, mutual understanding and harmony between citizens.

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