



The Implementation of P5 Local Wisdom Themes in the Independent Curriculum in Elementary Schools

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ABSTRAK

Proyek penguatan profil mahasiswa pancasila dibuat untuk mengoptimalkan kemampuan mahasiswa melalui penguatan profil mahasiswa pancasila yang dikembangkan berdasarkan tema. Namun system ini tidak diperkenalkan secara langsung di setiap lembaga pendidikan, melainkan secara bertahap dan tidak terbatas pada basis konten. Penelitian ini bertujuan untuk menganalisis antusiasme siswa dalam mengimplementasikan P5 dalam penerapan kurikulum baru dengan menitikberatkan pada tema kearifan lokal yang berkembang melalui pembelajaran berbasis proyek. Metode deskriptif kualitatif diterapkan dalam penelitian ini. Penelitian ini didasarkan pada data primer dan sekunder. Sumber data utama penelitian ini adalah guru kelas IV dan peserta didik kelas IV, sedangkan data sekunder adalah hasil observasi dan dokumentasi berupa modul proyek dan hasil pelaksanaan kegiatan P5 bertema kearifan lokal. Teknik analisis data yang digunakan bersifat interaktif, dan terdiri dari empat komponen proses analisis yaitu pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Temuan penelitian mengungkapkan bahwa peserta didik sangat antusias dengan penerapan P5. Meskipun tergolong baru dalam penerapan kurikulum mandiri, namun mampu menjadi nilai baru bagi siswa dan guru sehingga proyek yang dilakukan tidak menghambat proses pembelajaran dengan menentukan pilihan tema oleh guru sesuai dengan fasilitas dan kemampuan sekolah. Meningkatkan nilai karakter siswa sesuai profil siswa pancasila.

ABSTRACT

The pancasila student profile strengthening project was created to optimize students' abilities by strengthening the pancasila student profile, which was develop based on a theme. However it is not introduced directly in every educational institution, but rather gradually and is not limited to the content basis. This research aims to analyse students' enthusiasm for implementing P5 in the implementation of the new curriculum by focusing on the theme of local wisdom that develops through project-based learning. The qualitative description method was applied in this study. This study is based on primary and secondary data. This study's principal data sources are fourth-grade teachers and fourth-grade learners, while the secondary data are the results of observation and documentation in the form of project modules and the results of P5 implementation activities on the theme of local wisdom. Data analysis technique used is interactive, and it consists of four components of the analysis process: data collection, data reduction, data presentation, and drawing conclusions. The study's findings revealed that learners were highly enthusiastic about the application of P5. Although it was relatively new in the implementation of the independent curriculum, it was able to become a new value for students and teachers so that the projects carried out did not hinder the learning process by determining the choice of themes by the teacher. in accordance with the facilities and capabilities of the school. Improving the character values of students according to the profile of Pancasila students.

1. INTRODUCTION

In implementing the education system, a policy is needed to improve the quality of education. The interests of the need for changes to the existing curriculum system in Indonesia have led to many curriculum changes over time; the curriculum is increasingly improving. Curriculum that has been implemented in Indonesia, namely: curriculum 1947, 1952, 1964, 1968, 1975, 1985, 1994, 2004

(competency), 2006 (KTSP), and 2013 (K-13) (Aisyah & Astuti, 2021; Arif, 2017; Lestari, 2018). In this curriculum, there is a program namely the pancasila student profile, which is a form of embodiment of lifelong students who are competent, have character, and behave in accordance with Pancasila values (Rizal et al., 2022; Rusnaini et al., 2021; Safitri et al., 2022). Based on the decision of the Minister of Education in the current period, the independent curriculum began to be implemented as an educational unit. The independent curriculum was made according to the interests and talents of students so that they were in line with the development of the Pancasila spirit contained within them (Cahyani et al., 2020; Rahmadayanti & Hartoyo, 2022; Utami et al., 2020). The independent curriculum can work well, namely by first uniting perceptions to create one vision. The curriculum is determined slowly, after which it is evaluated if a problem occurs. So that new progress will have an impact on teachers, related agencies, and also students (Inayah., 2021; Ismail, S., Suhana, S., & Zakiah, 2021; I. Kurniawaty & Faiz, 2022). This independent curriculum prioritizes development as a profile for pancasila students. The independent curriculum is not introduced directly in every educational institution, but rather gradually and is not limited to the content basis (Imas Kurniawaty & Faiz, 2022; Lubaba & Alfiansyah, 2022; Sitorus et al., 2022).

In implementing this independent curriculum, students are asked to create or carry out a project. With these project activities, students can develop their skills and talents in various fields. The project to strengthen the Pancasila student profile is a project-based co-curricular activity designed to strive for competency and character achievement in accordance with the Pancasila student profile, which is structured based on graduation competency standards (Penciptaan et al., 2022; Rachmawati et al., 2022; Rizal et al., 2022). This P5 activity is carried out flexibly from the point of view of content, activities, and implementation time. P5 is designed separately from intracurricular activities, objectives, and content, and project activities do not have to be related to intracurricular goals and themes (Penciptaan et al., 2022; Saraswati et al., 2022). In the implementation of P5, the teacher plays an important role, namely that of a facilitator. The purpose of P5 is to improve students' skills in producing projects that are tailored to the Pancasila Student Profile. The advantage of the project-based learning model is that it is very important and can be beneficial for students, but project-based learning is rarely used by teachers because it requires quite a lot of preparation and takes a long time to implement (Desyandri & Maulani, 2020; Saputra et al., 2014; Wakid et al., 2020).

The Pancasila student profile includes the following mandatory competencies: firstly, have faith; secondly, be pious and have noble character; second, be independent; third, think critically; fourth, be creative; fifth, have mutual cooperation; and sixth, have global diversity (Muji et al., 2021; Rusnaini et al., 2021). Implementation of pancasila student profile character values in project-based learning aims to develop students' soft skills as well as provide opportunities for students to learn from their surroundings through experiences that have been carried out (experiential learning) (Dharma & Siregar, 2015; Saripudin et al., 2021). The Ministry of Education and Culture explained that there are themes for the projects to be carried out; the 5 themes at the elementary school (SD) level include: (1) sustainable lifestyles; (2) local wisdom; (3) unity in diversity; (4) engineering and technology to build the unitary state of the Republic of Indonesia; and (5) entrepreneurship (Asrial et al., 2019; Rahmatih et al., 2020; Santosa et al., 2019).

Base on previous study P5 activities described help develop students' personalities during learning (Saraswati et al., 2022). To achieve this goal, character determination is necessary and must be taught to students. Other research previously researched the theme of the P5 project with the goal of seeing the enthusiasm for the process of implementing educational tools with the theme of entrepreneurship (Penciptaan et al., 2022). While other research uses the theme of local wisdom, this is important to do because dense students have increased knowledge about medicinal plants that exist around the school environment so that they can be used according to their benefits and cultivate these plants so that they remain beautiful (Haq et al., 2022). This research focuses on P5 (the project of strengthening Pancasila student profiles). It is hoped that in the future, students will be facilitated by the nature they have. This research is important because the authors encounter problems when conducting observations and initial interviews as a result of a decline in student character values such as lack of manners, a decreased sense of responsibility, and a lack of respect for each other during distance learning (PJJ), which is carried out remotely online for about 2 years due to the COVID-19 pandemic. The aim of this study is to analyse students' enthusiasm for implementing P5 in the implementation of the new curriculum by focusing on the theme of local wisdom that develops through project-based learning.

2. METHOD

Researchers conducted qualitative research on study ideas using a descriptive technique, processes, and hypotheses with field activities to obtain relevant information, analysed the information obtained, and then withdraw information in the form of descriptive in this research evaluating the implementation of P5. Descriptive research is research that is used to describe current problems based on the data that has been obtained (Lambert & Lambert, 2013; Yuliani, 2018). The goal of this descriptive research is to systematically describe the actual situation of the object, and the characteristics of the subject and object are examined accurately, precisely, and in accordance with the actual incident. The data collection techniques used were interviews, observation, and documentation. This research was sourced from primary and secondary data. The primary data are from three teachers in the fourth grade (4.1, 4.2, and 4.3) and three students in class IV (4.1, 4.2, and 4.3) at SD Muhammadiyah 16 Karangasem Surakarta, while the secondary data from this study are the results of observation and documentation in the form of project modules and activity results. implementation of P5, the theme of local wisdom. The data analysis technique used is interactive, and it consists of four components of the analysis process: data collection, data reduction, data presentation, and drawing conclusions (Miles et al., 2014).

3. RESULT AND DISCUSSION

Result

Based on the results of interviews with class IV teachers, SD Muhammadiyah 16 Karangasem Surakarta in this academic year implemented the new curriculum gradually, namely only in the first and fourth grades. Two themes are prioritized in the two semesters at school: local wisdom (knowing medicinal plants) and entrepreneurship (herb production). In taking the theme, I adjusted to the vision and mission and the state of the school environment. This activity is carried out every week, specifically on Friday after the learning process activities. The theme of local wisdom is the first focus of this co-curricular P5 activity. Students work on their implementation individually or in groups and are guided by their respective class teachers. This activity has been going on for about six meetings. The cycle of making medicinal plants and the specifications specified are show in Table 1.

Table 1. Activity Specifications for P5 Local Wisdom of Medicinal Plants

No	Work Steps	Indicator	Activity
1.	Confession	Know what's around you	Stimulus and investigation Questions and answers and data collation
2.	Contextual	Contextualizing the problem around	Analyze needs Question and answer results
3.	Action/action	Create projects and solve problems	Making potted medicinal plants Growing medicinal plants

Base on Table 1, in the first meeting, the teacher gave an explanation about medicinal plants. Then in the second meeting, the teacher gave an explanation about the benefits of each medicinal plant for the human body. In the third meeting, students were told about pictures and real forms of medicinal plants and tasted the results of these medicinal plants, namely herbs. In the fourth meeting, the teacher and students made pots for planting medicinal plants. In the fifth meeting, students were asked to plant medicinal plants using artificial pots at the previous meeting. The planting of medicinal plants was carried out in groups, and each group had different medicinal plants. The process was planned to be continued until the end of the first semester. The sixth meeting conducts individual and group evaluations with each class teacher. During the implementation, the students seemed enthusiastic and eager to learn new knowledge, which of course was not taught in intracurricular learning, and enthusiastic about carrying out project-based learning.

In evaluating the implementation of P5 activities in each implementation, each class teacher will convey what the obstacles or difficulties are in implementing P5 in their respective classes so that it becomes a reference for improvement for the next meeting. This P5 activity also has an underlying obstacle from the theme that has been chosen, one of which is the students' unfamiliarity with medicinal plants that are around the school. Because students' understanding of medicinal plants varies, it is not easy to determine a special theme to be carried out, including how to introduce it to students. The solution to the constraints that already exist in these activities is to continue to coordinate and improve in terms of understanding the material and the curriculum so that obstacles are immediately resolved. In its implementation, students have a high sense of responsibility for P5 activities that are carried out

individually or in groups because, basically, group work is the responsibility of all group members. Working cooperatively is also a goal for developing a sense of socialization among students and their peers.

Discussion

Pancasila is the foundation of the state and has been the foundation throughout the history of the Indonesian nation. Instilling Pancasila values in the nation's successors is very necessary to shape the character of students who have Pancasila (Arifin, 2021; Widodo & Al Muchtar, 2020). Character education can take place in the family, community, and school environment. Character-building movements include socializing, increasing learning, and various competitions that create a Pancasila student profile (Herawann & Sudarsana, 2017; Lestari, 2018; Murniyetti et al., 2016). There are not enough classes in the independent curriculum learning process, but there are three phases, namely phases A, B, and C. Phase A is used for grades 1 and 2, phase B is for grades 3 and 4, and phase C is used for grades 5 and 6. In theory, the independent curriculum develops and raises two things, namely P4 (the development of Pancasila student profiles) and P5 (the project of strengthening Pancasila student profiles).

Learners can learn under normal conditions and in a more structured and flexible manner. Project-based learning is also considered more effective because students can be directly involved with the environment (Chaijum & Hiranyachattada, 2020; Insyasiska et al., 2017; Mahardika et al., 2017). The purpose of the implementation itself is to strengthen the competence of students, which has been determined in the student profile of Pancasila. The project to strengthen the student profile of the Pancasila offers an agreement for students to experience knowledge as a character-building process as well as an opportunity to learn from the people around them (Najmuddin & Aprilianty, 2020; Penciptaan et al., 2022). In implementing P5, there are modules prepared by each teacher so that every school, not necessarily the application, is the same as other schools. P5 has five themes set at the elementary school level: building body and soul, engineering and technology, diversity in diversity, progressive lifestyle, local wisdom, and entrepreneurship. For SD Muhammadiyah 16 Karangasem Surakarta, 2 themes were set, namely local wisdom (onat plants), implemented in semester 1, and then entrepreneurship (herbal medicine), which still has a relationship with medicinal plants. The implementation of the P5 project module can be carried out using the profiles of Pancasila students (Purwaningrum et al., 2021; Setiawan et al., 2017).

The progress of the project cannot be separated from the school's readiness for implementing the independent curriculum. The readiness stage itself is divided into 3 parts, namely, the initial stage, the developing stage, and the advanced stage (Cahyani et al., 2020; Utami et al., 2020). At SD Muhammadiyah 16 Karangasem Surakarta, it is entering an early stage where the school is still new to implementing the first independent curriculum in the 2022–2023 school year. Previously, schools had participated in training and prepared project designs with project modules, but the project modules were still considered to be less than perfect because they were relatively new. On average, educators in education units are still new to project learning, and the project learning that is carried out is still not collaborative (Azizah et al., 2018; Priyambodo & Maryati, 2019). In the implementation of the local wisdom theme, knowledge is accumulated about the environment around the school (Setiawan et al., 2017; Wulandari et al., 2020). Then it is studied and linked to the benefits that can be generated from the use of plants around the school. Students can understand and be able to cultivate these plants so they don't become extinct and gain insight not only into chemical medicine but also into traditional medicines that can cure diseases. The division of project executors, especially in the distribution of time, does not always have to be precise. Schools gain flexibility in allocating time for class activities and projects. Project activities outside curriculum is not to interfere with other learning processes.

In its implementation, it is carried out on a special day, namely Friday, with minimal learning. Set aside 1-2 hours per day for project activities. The time set by the school is sufficient for the implementation of the P5 project activities. At SD Muhammadiyah 16 Karangasem Surakarta, the implementation system is six meetings with four learning materials in class and two practices outside the classroom, namely making pots of medicinal plants followed by planting medicinal plants. The steps in implementing P5 itself require a gradual arrangement, starting with problem identification, then proceeding with project design, implementation stages, and finally the reflection and evaluation stages. Creative teachers must involve students in every aspect of the planning and practice of their learning projects. Implementation of practice from the school environment at SD Muhammadiyah 16 Karangasem Surakarta raised the issue of local wisdom that focuses on medicinal plants to increase students' knowledge of medicinal plants. The activity took place in the school yard.

The implementation is relatively new, but is able to show the enthusiasm of students and teachers to get to know project-based learning. Schools make this activity more interactive because P5 can be done

flexibly and students are directly confronted with an environment that strengthens various skills. The Pancasila Student Profile Strengthening Project must be packaged taking into account the characteristics of students so that students can conduct research, solve problems, and make decisions. It is in line with previous study that show that the implementation of P5 strengthens the character of students who refer to the Pancasila Student Profile (Sultoni et al., 2020). Grade IV students implement P5 activities and habituation activities well. The teacher's strategy is expected to be tailored to the profile of Pancasila students in order to boost students' self-esteem. The project to strengthen the profile of Pancasila students has one goal, one of which is to find out the self-confidence of students. Then in previous study it was found that the teacher's strategy has an influence on the implementation of P5 with differentiated learning, which can build skills and potential in students through P5 activities (Safitri et al., 2022). Research from other research said that the independent curriculum is based on the Pancasila student profile and focuses on developing the character of students and improving the learning process in the realms of knowledge, attitudes, and skills (Rachmawati et al., 2022). In its implementation, there are six aspects that are contained in the curriculum. These aspects include aspects of faith, piety, noble character, diversity, mutual cooperation, independence, critical thinking, and creativity. It then becomes a matter of personal character, behavior, habits, and attitudes that are typical of social life and are rooted in the local wisdom that grows around them.

The benefits of this research as well as the introduction of medicinal plants around the school environment are also part of an innovation effort to preserve local wisdom, which must always be maintained and even developed for the next successive generations. And there are also found many obstacles that occurred which become limitation from the side of students and educators. From the side of the students, those with conditions are still not yet aware of the oat plants that are around the school and the benefits for their lives, so that students get new knowledge from the activities of the Pancasila Student Profile Strengthening Project. From a student perspective, each teacher has their own understanding of medicinal plants and their own way of teaching, so the three teachers use different learning media as well. Therefore, coordination and evaluation of the implementation of this activity are urgently needed to find out which ways can increase the understanding of students and improve their characteristics in accordance with the profile of Pancasila students.

4. CONCLUSION

The application of P5 with the theme of local wisdom can already be carried out at SD Muhammadiyah 16 Karangasem Surakarta, which is good even though this P5 activity is still relatively new in the independent curriculum that is carried out in elementary schools. In practice, it is able to add value and help the character of students become even better. The enthusiasm of students for learning about the benefits of medicinal plants around the school is very high. This project is also flexible, so it doesn't interfere with or hinder the learning process. In addition to implementing P5, it also makes teachers more creative in their use of project-based learning. No matter how good the curriculum is, it will not work without collaboration. Suggestions for improving project-based learning planning are even more mature and use more interesting learning media. They call for students to have skills and character according to Pancasila values with a Pancasila student profile.

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