

The Implementation of the Pancasila Student Profile (P5) Strengthening Project Activity Programme at Cedik Kindergarten, Bengkulu City

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A B S T R A C T

This research aimed to know in depth how the implementation of P5 activities or the Pancasila Student Profile Strengthening Project at Cedik Kindergarten, Bengkulu City, is by the independent learning curriculum. This research uses a qualitative approach with data collection techniques: observation, interview guidelines and documentation. This research involved 3 teachers and 1 principal at Cedik Kindergarten, Bengkulu City. Data analysis was carried out by conducting in-depth interviews with 3 teachers and 1 principal regarding the implementation of P5 and directly observing the process of implementing P5 peaks at Cedik Kindergarten. Based on the results of the study, it appears that the implementation of the Pancasila Student Profile Strengthening Project (P5) has contributed to improving children's ability to think critically, their ability to work together and their creativity. Based on the results of this study, it is hoped that all kindergarten schools can implement P5 activities in an independent curriculum so that it can further optimise children's learning activities at school.

Key Word:

P5 Programme, Project Activity, Kindergarten

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Introduction

The independent curriculum has now been implemented at almost all levels of education, including kindergarten learning. The Ministry of Education and Culture in 2021 published a curriculum that is proclaimed to be implemented at all levels of education, including at the PAUD level as the main curriculum in schools. The distinctive feature of the Merdeka Curriculum is to internalise character-based education through the P5 programme, namely the Pancasila Student Profile Strengthening Project. The P5 programme is a learning activity that aims to realise the strengthening of students' character through project-based education. This project-based learning activity is closely related to activities that exist in children's daily lives (Nursalam et al., 2023)

P5 is one of the important programmes in the implementation of the Merdeka Curriculum itself. The P5 program was created to internalise character education based on the Pancasila Student Profile in students through learning using project-based methods (I. Saputra, 2023). The P5 activity programme was designed by experts in the field of education and also educators who are aware that the learning process must be closely related to children's daily lives. The Pancasila strengthening project programme is expected to be applied to inspire students to contribute to the surrounding environment (Susanti et al., 2024). The implementation of the Pancasila strengthening project programme is intended as a good tool to help encourage children to become competent, unique learners who can live the values of Pancasila in their daily lives.

Many previous research studies have concluded that the internalisation of character education in AUD (Early Childhood) has an influential role in all aspects of development (Mariamah et al., 2021). Through the P5 programme or the Pancasila Student Profile Strengthening Project, character education can be realised so that a reflection of character is built in early childhood (Muttaqin, 2023). The learning activities programme with a project-based method that focuses on the use of learning media so that it makes opportunities for early childhood to understand the theme optimally, both learning with groups and individuals. The P5 activity programme, or the Pancasila Student Profile Strengthening Project, is contained in

the Ministry of Education, Culture and Research regulation No. 56/M/2022, in which the P5 activity is a series of curricular learning activities using project-based methods that aim to strengthen competitiveness and character values by the Pancasila student profile (Hamzaah, M. R., Mujiwati, Y., Khamdi, I. M., & Abidin, 2024).

The implementation of the Pancasila profile project certainly cannot be separated from the role of educators who are innovative and have a variety of knowledge and expertise so that the Pancasila profile project can be implemented optimally and easily accepted by children. The skills and character values internalised in the Pancasila profile project activity program must be implemented in children's daily life activities through culture, school and intracellular education, P5 or extracurricular activities (Rachmawaty et al., 2022).

Based on preliminary observations made by researchers, it was found that kindergarten schools in Bengkulu City have implemented P5 activities in their schools. The implementation is adjusted to the learning topics in the kindergarten. However, the implementation process, whether it is by the independent curriculum guidelines or not, is what needs to be considered. In the research (Mariamah et al., 2021) it was also mentioned that one of the biggest challenges of implementing P5 is adjusting the steps in the guide to the actual process carried out by teachers by involving parents of students. The purpose of this P5 activity is to instil good character in children; it is hoped that this character can be internalised optimally through the stages of the process of implementing P5 activities.

One of the kindergarten schools that started using the Merdeka Curriculum and has also started implementing the P5 activity programme or the project to strengthen the Pancasila profile is Cedik Kindergarten, Bengkulu City. The P5 activity programme or project to strengthen the student profile of Pancasila carried out by Cedik Kindergarten is commemorating the 10 November National Heroes' Day. The project carried out by children is to get to know Indonesian national heroes, starting from the origin of the hero, the struggles carried out, and characteristics such as clothing and gestures to slogans that reflect these heroes. Then the children will choose one hero

who will be impersonated in a fashion show activity as the culmination of the project activities to strengthen the profile of Pancasila students.

By the P5 guidelines issued by the Curriculum Standards and Educational Assessment Agency of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, 6 stages must be carried out to prepare P5 activities, as follows: 1) Understanding what is meant by P5 activities, 2) Preparing the school ecosystem in the school, 3) Designing the P5 programme, 4) Implementing P5 activities, 5) Making documentation and reporting P5 activities, 6) Evaluating and planning follow-up actions for P5 activities (Satria et al., 2024). This research focuses on analysing how the implementation of P5 programme activities by Cedik Kindergarten Bengkulu City can help instil personality and character that can be a provision for children to compete in the world beyond.

Methods

The application of the method in this research is a qualitative descriptive approach. In this research, researchers used the type of case study. The approach of implementing the P5 activity programme or the Pancasila Student Profile Strengthening Project (P5) at Cedik Kindergarten, Bengkulu City, is used by researchers because they want to dig deeper into the implementation of the P5 or Pancasila Student Profile strengthening project at Cedik Kindergarten, Bengkulu City, and what the supporters and obstacles are to the implementation of the P5 or Pancasila Student Profile strengthening project at Cedik Kindergarten, Bengkulu City. The focus of this research is to collect and analyse non-numerical data, such as interviews or observations, to find out and understand perceptions, experiences, and meanings that exist from the perspective of participants. Researchers use this approach to answer how and why a phenomenon can occur, which aims to gain a fairly in-depth understanding.

The data collection techniques in this research are using observation, interview techniques, and documentation. Interviews were conducted involving informants and research subjects such as the principal, P5 coordinator, and class teachers. The selection of informants in this study used a purposive sampling technique. Purposive sampling

is the selection of informants by considering certain criteria (Supena et al., 2021). Meanwhile, data analysis in this study uses Milles and Huberman's theory (Sairo, 2021) where the stages are data reduction, data presentation, and conclusion drawing. The P5 activity carried out at Cedik Kindergarten in Bengkulu city is commemorating National Heroes' Day on 10 November.

Results and Discussion

Implementation of the P5 Activity Programme or the Pancasila Student Profile Strengthening Project in PAUD

Based on in-depth interviews with 3 teachers and 1 principal as well as direct observation of the process of implementing P5 peak activities, the results show that the implementation of P5 at Cedik Kindergarten is carried out by all elements involved in the school by teachers to the school community. This is in line with the results of previous research (Awwaliyah & Arya Setya Nugroho, 2023; Kutariani, 2023; Susilawati, W. O. O., Anggrayni, M., & Kustina, 2023) which states that the school contributes to supporting the strengthening of P5 implementation. The results showed that Cedik Kindergarten implemented P5 activities with a local wisdom approach, which is in line with research (Agustina et al., 2023; Wila Agustika Rahayu et al., 2023) by collaborating with the local wisdom of their respective regions.

The product displayed is a product in the form of a culmination of fashion show activities where the national hero attributes used by children are the result of their work made by utilising natural or used items in the surrounding environment. Attributes such as Bung Hatta's hero hat are made from unused cardboard materials, Pattimura's hero sword attributes are made using wooden twigs, and Kartini's hero bun attributes use fibre hair. The use of natural materials and unused items in the attributes of heroes can instil independent and dexterous characters in utilising items around their environment into items that have value. The steps for implementing P5 carried out by Cedik Kindergarten so that the implementation of P5 can run well are

Understanding the P5 programme or the Pancasila Student Profile Strengthening Project

The first thing that must be done by the school is socialisation. Previous studies (Karsiwan et al., 2023; I. G. P. E. Saputra et al., 2022) also conducted the first step, namely socialisation, which plays an important role in the P5 learning program. Socialisation is carried out to provide an overview of P5 and as a first step to determine the objectives of the project to be carried out so that it can then determine the theme. The objectives determined are certainly related to the values of Pancasila, as has been implemented Cedik Kindergarten chose the theme of commemorating Hero's Day because it coincides with Hero's Day on 10 November, which is the purpose of this activity - to commemorate Hero's Day - and can instil the character of love for the country and awareness of protecting the Republic of Indonesia. Furthermore, through this socialisation, children will understand the theme that will be implemented in P5 activities and can build an educational environment that helps develop character values through a contextual, participatory and local wisdom-based curriculum (Anton & Trisoni, 2022).

Setting Up the School Ecosystem

After the first step has been taken, the next step is to prepare the ecosystem in the kindergarten. This is done through teacher and community collaboration in building the right learning environment for children so that P5 is easier to implement and runs according to plan. Teachers and school communities such as parents of learners and experts in fields that are by the theme of P5 activities collaborate so that P5 activities can be carried out in the correct order (Afipah & Imamah, 2023). Teachers at Cedik Kindergarten involve all parents in P5 activities starting from the preparation, implementation and evaluation of the project. In addition, it also involves the kindergarten supervisor who provides input and suggestions in the implementation of the P5 programme at Cedik Kindergarten.

Designing the P5 Activity Programme or Pancasila Learner Profile Strengthening Project

After designing the school ecosystem, teachers organise various series of activities that can help realise the goals of the P5 project. The activity plan prepared by Cedik Kindergarten teachers is to introduce children to Indonesian heroes, starting with the names, origins, struggles carried out by heroes, characteristics and attributes commonly used by each hero. This hero introduction activity is carried out by watching videos and introducing through pictures and storybooks. After the activity plan is available, the teacher then identifies what is needed in implementing this project, such as teaching materials, books for reference, and learning media used to support P5 activities. All these resources are ensured to be appropriate and also relevant to early childhood development.

Processing the P5 Activity Programme or the Pancasila Student Profile Strengthening Project

The next step is to manage the P5 activity programme that has been planned into activities that are well implemented. The implementation of P5 activities is certainly expected to be able to provide In line with research (Aditya Dewantara & Juliansyah, 2023; Sholikhah et al., 2023) the implementation of P5 is expected to foster good character, such as the emergence of a sense of caring and social spirit through cooperation with groups of friends in the sequence of planned P5 activities. In the P5 project carried out by Cedik Kindergarten with the theme of commemorating the 10 November Heroes' Day, the children worked together in preparing the attributes that would be used at the peak of the fashion show activities. All attributes used are made using natural materials and unused items, so that indirectly this activity can also instil the personality of environmental love and independent character in children.

Creating Documentation and Reporting the Results of P5 Activities.

Project P5 activities carried out need to be documented so that the process and sequence of activities can be recorded and documented clearly. In addition, documentation of activities can also provide valuable experience for children. In line with research (Santoso, G., Damayanti, A., Murod, M., Susilahati, Imawati, S., & Asbari, 2023) successfully using documentation appropriately and correctly can be an

effort to save memories so that the experience gained can be recalled when needed. After the series of P5 project activities were completed, teachers reported the results of the activities to the children's parents at the end of the semester. Reporting of this activity is carried out by making presentations in general and within the school as one of the steps in implementing the project to strengthen the profile of Pancasila students or P5 (Wiyono, 2023).

Evaluate and Follow-up Action Plan for the P5 Activity Programme

Evaluation is the last step in the implementation of P5. Evaluation is important in all activity programmes in schools, including P5 activities. The purpose of evaluating the P5 activity programme is to identify improvements that need to be made in the future. Evaluation of the P5 programme is expected to provide an overview of the extent to which the P5 activities carried out can improve personality and skills in children. In line with research (Dyahningtyas & Muthmainah, 2023), the P5 programme has a significant effect on improving knowledge and skills in children.

The next step is the follow-up that is done after the P5 programme has been implemented and evaluated. This follow-up determines what steps will be taken next based on the P5 programme that has been carried out so that future programmes can be implemented better.

Conclusion

After conducting a comprehensive data analysis, researchers can conclude that the implementation of P5 in Cedik Kindergarten, Bengkulu City, process is by the stages in the Merdeka Curriculum guide. The stages carried out by the teachers are understanding the P5 activity programme to be implemented, preparing the school ecosystem such as parental involvement, designing the P5 activity programme, processing the P5 activity programme, documenting and reporting the results of activities, and evaluating and preparing an action plan for follow-up P5 activities that have been carried out. Thus, this P5 activity programme is a learning enhancement for the Merdeka Curriculum. The implementation of P5 is carried out by creative and innovative teachers so that the activities are carried out in stages.

The implementation of the P5 programme at Cedik Kindergarten, Bengkulu City, is carried out by identifying the objectives of the P5 project, determining appropriate project themes in line with early childhood learning activities, preparing sufficient resources, and also by the theme of the P5 programme being carried out, involving parents of children and also kindergarten supervisors, making a sequence of P5 programme activities, documenting and reporting the results of the P5 programme, and evaluating and following up on the P5 project.

The culmination of P5 activities carried out by Cedik Kindergarten in the form of fashion show activities in commemoration of the hero's day, which was held on 10 November in accordance with the Indonesian national hero's day, 10 November.

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