

## JUNIOR HIGH SCHOOL STUDENTS CHARACTER IMPROVEMENT IN THE IMPLEMENTATION OF P5 IN INDEPENDENT CURRICULUM

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### Abstract

The Pancasila student profile strengthening project is part of the independent curriculum which is expected to enhance the students' Pancasila profile. This research aims to analyze the students' character improvement after the first term implementation of P5 with the sustainable lifestyle topic through project-based learning. The characteristics that are analyzed include: respecting differences, cooperation, and creativity. This research uses classroom action research methods with quantitative models based on the result of the improvement graphs of the students. The data sources are 25 eighth graders of junior high students. The data is taken from the character survey (pre-test) before the first term of P5 starts, observation sheets which will be filled out by the P5 advisor teachers along with the module, and the post-character survey (peer assessment). The data will be analyzed by using tables and graphs to show the development and improvement of each student during the first term of P5 implementation. Based on the result of the research, some of the students are having improvement in respecting others, cooperation, and creativity. Only a few of the students have less significant character improvement and constant.

**Keywords:** character improvement, Pancasila student profile strengthening project, Pancasila project, P5

### Introduction

The national curriculum of Indonesia has been dynamically changed over time. The dynamic changes were affected by the authority with the political paradigm. The curriculum changes had a significant influence on the quality of education in Indonesia (Alhamuddin, 2014). This year, Indonesia has implemented *Kurikulum Merdeka* in the education system. *Kurikulum Merdeka* was launched in February 2022 as one of the *Merdeka Belajar* programs to improve the quality of teaching and learning. *Kurikulum Merdeka* focuses on creative, critical, communicative, collaborative, and character education (Maharani et al., 2023). This curriculum focuses on the development of the Pancasila student profile character improvement.

The Pancasila student profile strengthening project (*Proyek Penguatan Profil Pelajar Pancasila*) or P5 is implemented cross-disciplinary with Project Based

Learning which focuses on the process rather than the result of the project. By implementing P5, it is expected that the learners improve their character, morals, etiquette, and positive behavior in their daily lives (Maharani et al., 2023). The P5 is decided by the educational institution by referring to the phase and the element of each phase. According to the decision of KEMENDIKBUDRISTEK letter *NOMOR 009/H/KR/2022* about dimension, element, sub-element of Pancasila student profile on *Kurikulum Merdeka*, junior high school students are included in phase D. The government is also provided the education institution with seven topics which are: 1) *Bhineka Tunggal Ika* (Unity in diversity), 2) *Kearifan Lokal* (*Local Wisdom*), 3) *Gaya hidup berkelanjutan* (*Sustainable Lifestyle*), 4) *Bangunlah jiwa dan raganya*, 5) *Suara Demokrasi* (*democracy voice*), 6) *Kewirausahaan* (*Entrepreneurship*), and 7) *Rekayasa dan Teknologi* (*Engineering and Technology*). While the students' characters expected to improve or have are 1) *Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia* (have faith, be pious and have noble character), 2) *Berkebinekaan global* (have global diversity), 3) *Bergotong-royong* (have mutual cooperation), 4) *Mandiri* (be independent), 5) *Kreatif* (be creative), 6) *Bernalar kritis* (think critically). (Kemendikbud, 2021, 2022)

The students of grade 8 were divided into groups of 4-5 students and required to organize their team to achieve character development and improvement. The project was making eco-print batik using pounding techniques. In this project, the students were introduced to the sustainable living theme with three dimensions of phase D: *beriman, bertakwa kepada Tuhan yang Maha Esa, dan berakhlak mulia; bergotong-royong; and kreatif*. This curriculum is very new for Indonesian educators, hence, the writer views this as an opportunity to contribute evaluation for the newest curriculum applied. In this research, the author would like to find and analyze the improvements of those three characters in the implementation of P5. By doing this research, it is expected that the paper can give a detailed explanation regarding the improvement of the students' characters in the first term of P5. This might help the teachers as well to evaluate the implementation of P5 in their education institutions.

## Method

This research uses classroom action research methods with quantitative models based on the result of the improvement graphs of the students. Classroom Action Research is chosen as a method of finding out whether the implementation of P5 has significant changes to the students' characters.

The data is gathered from one class of eighth-grade students which consists of 25 students who join the P5. The project was held for about 1 week for 20 lesson hours. The data was then gathered and analyzed in the form of a development graphic for each student in one class. The data was gathered by using the character survey (pre-test), teacher's observations rubrics, and post-character survey (peer assessments). In this project, the students were introduced to sustainable living theme with three dimensions of phase D: *beriman, bertakwa kepada Tuhan yang Maha Esa, dan berakhlak mulia* (morals toward men: respecting difference); *bergotong-royong* (cooperation); and *kreatif* (creative).

## Findings and Discussion

### *Morals towards men: Respecting the difference*

For the first character, the dimension focuses on respecting differences. This dimension is taken from the first dimension “*beriman, bertakwa kepada Tuhan yang Maha Esa, dan berakhlak mulia*” (morals toward men: respecting difference). Both the teacher and the students were asked to fill out the character survey (pre-test) with band 1-5 as well as the post-character survey (peer assessment) for the students and the character survey (post-test) for the teacher with band 1-5. In the first element, they are asked about prioritizing others’ opinions and respecting others. Here is the result of the survey for the first element:

Table 1. Survey result on moral aspect

Dimension	Teacher Character survey (pre-test) 1-5	Character survey (post-test) 1-5	Result	Character survey (pre-test)	Students Character survey (post-test) 1-5	Result
morals toward men: respecting difference	3.99	4.35	increase 0.36	3.22	4.05	increase 0.83

Table 1 shows the elements implemented in the project have successfully improved. The first element of the characters is improving during the project implementation. Based on the teacher’s observation it is increasing 0.36, while for the students it is increasing 0.83. It can be concluded that in terms of prioritizing others’ opinions and respecting differences, the students have had the characters before the project. After the project implementation, the characters are improved.

### *Cooperation*

The second character element is cooperation. In cooperation, the students are asked about their collaboration, helping each other, and communication to reach one voice. Below is the result of the second character element:

Table 2. Survey result on cooperation aspect

Dimension	Teacher Character survey (pre-test) 1-5	Character survey (post-test) 1-5	Result	Character survey (pre-test)	Students Character survey (post-test) 1-5	Result
Cooperation	4.05	4.09	increase 0.04	3.16	3.96	increase 0.80

Table 2 shows that the second element is improving during the project implementation. Based on the teacher’s observation it is increasing by 0.04, while for the students, it is increasing by 0.80. It has the same result as the first element, that the students are improving their cooperation through the implementation of the project.

### Creativity

The last element is creativity which requires the students to have flexibility in thinking and finding solutions for problems.

Table 3. Survey result on the creativity aspect

Dimension	Character survey (pre-test)	Teacher Character survey (post-test)	Result	Character survey (pre-test)	Students Character survey (post-test)	Result
	1-5	1-5		1-5	1-5	
Creativity	3.93	4.01	increase 0.08	3.08	3.99	increase 0.91

Table 3 shows improvements in the creativity characters. The third element of the characters is improving during the project implementation. Based on the teacher's observation it is increasing by 0.08, while for the students it is increasing by 0.91.

### Conclusion

Although the elements implemented are not improving significantly, all elements are improving. Seeing that the students' characters have occurred before the project well, by implementing the project, the students are assisted to increase the elements. It is in line with the government's purpose in implementing the project which aims to focus on the process and improving the students' characters better. Throughout the project, the students have the experience of prioritizing others' opinions and respecting others who have different opinions, collaborating, helping each other, communicating with each other to reach one voice, having flexibility in thinking, and finding solutions for problems. It is expected that P5 implementation will also improve the other elements of the students' characters. It is also expected that the other schools can apply the P5 appropriately to improve the students' character through the elements prepared.

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