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Analysis of Project Theme Selection for Strengthening the Profile of Pancasila Students in the Implementation of the Independent Curriculum on the Character Values of Elementary School Students

Ni Putu Sri Sutari*

Universitas Negeri Yogyakarta, Indonesia

*Corresponding author's E-mail: ni0024fipp.2022@student.uny.ac.id

Article History	Abstract
	This article aims to describe the technique for selecting themes in the Strengthening Pancasila Student Profile (P5) Project for class teachers in each phase, with a focus on cultivating the character values of elementary school students. The research employs a qualitative method with a phenomenological approach, examining multiple cases in the field that occurred and were repeated during the implementation of the Merdeka Curriculum. The data analysis technique involves open interviews conducted through two rounds of interview questionnaires. The first interview explores teacher involvement in P5 training activities, followed by a second interview on teacher participation in collaborative activities for selecting P5 themes. The research findings reveal that the majority of teachers determine the P5 theme solely through discussions with parallel colleagues. Collaboration with colleagues in the same phase is limited because they have not yet implemented the independent curriculum. The selected theme undergoes minimal discussion within a single phase, leading teachers to choose the P5 theme based on personal preferences and the material they teach. Despite discussions on theme selection, the implementation of P5 reveals variations in themes across parallel classes. This research contributes to teachers' awareness of the importance of collaboration in selecting the P5 theme within the Independent Curriculum and integrating the six Pancasila Student Profiles into learning. Consequently, the study offers insights into the significance of analyzing the selection of P5 themes to plan activities that align with the objectives set by the Ministry of Education and Culture, Research, and Technology. Additionally, the research provides guidance for educators to integrate the Pancasila Student Profile into learning and optimize the implementation of the Independent Curriculum.

Keywords: *Project Theme for Strengthening Pancasila Student Profiles, Character Values, Students* |
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1. Introduction

Since the launch of the Implementation of the Independent Curriculum (IKM) by the Ministry of Education, Culture, Research, and Technology (KEMENDIKBUDRISTEK) as a replacement for the 2013 curriculum, various breakthroughs have been made to introduce the implementation of IKM in schools. The Independent Curriculum is a follow-up policy to the implementation of the Covid-19 Emergency Curriculum issued by the Ministry of Education, Culture, Research, and Technology. The Independent Curriculum Policy was issued by Mr. Nadiem Makarim on February 11, 2022. To date, Indonesia has experienced 11 curriculum changes, namely the 1947 curriculum, 1952 curriculum, 1964 curriculum, 1968 curriculum, 1975 curriculum, 1984 curriculum, 1994 curriculum, 2004 curriculum, 2006 curriculum, 2013 curriculum, and independent curriculum.

The Merdeka Curriculum is designed as a strategic step to restore the condition of education in Indonesia after the Covid-19 Pandemic and improve the quality of education so that Human Resources (HR) in Indonesia are ready to face global challenges (Kemendikbud Ristek, 2022). The concept of Independent Learning is a strategy chosen by the government to design learning which allegedly experienced learning loss or loss of knowledge for two years. The government started holding various

seminars and even launched learning applications known as the independent learning and independent teaching platforms.

However, after the third year of implementing IKM, the benefits of curriculum changes are still minimal for educators. Most educators still think that this change is something that is taken for granted and will not have a significant impact on the world of education. The notion of ministers changing curriculum is still very inherent in every change period. In fact, in IKM it has been agreed that the abilities of each student vary according to age level, so students are designed in phases that are related to each other.

In implementing the independent curriculum, students are expected to be able to design and carry out a project, with the aim of developing students' talents and skills. The Pancasila Student Profile Strengthening Project (P5) is a project that students must carry out during one learning phase. The themes offered have also been adapted to the development of elementary school students. There are six themes that teachers can choose to apply to the teaching phase, which of course has been adapted to the students' affective, cognitive, and psychomotor development stages.

The stages carried out are in two steps, namely conceptual and contextual (Sudibya et al., 2022). The conceptual principle in implementing SMEs is holistic or comprehensive, not separate (partial). Examining the connection of a theme as a whole in various subjects so that students can understand an issue in depth. Meanwhile, the contextual principle is related to the efforts of learning activities based on real experiences faced by students, thus making the surrounding environment and the reality of daily life the main source of learning.

Research Background

The simultaneous implementation of the Independent Curriculum (IKM) as an educational option is considered in the context of learning recovery following the Covid-19 pandemic. The government has introduced the Strengthening Pancasila Learning Profile (P5) Project to enhance the Pancasila Student Profile (P3) through project-based co-curricular activities aimed at reinforcing student competency based on the Graduate Competency Standards (SKM). At the elementary school level, there are six themes that serve as the main topics of discussion in P5 activities, including Sustainable Lifestyle, Local Wisdom, Bhinneka Tunggal Ika, Build Your Body and Soul, Engineering and Technology, and Entrepreneurship.

In implementing the P5 theme, various elements and sub-elements have been designed within each theme section to fortify the profile of Pancasila students. The flow of activities in planning P5 is structured into five stages, which include introduction, contextualization, action, reflection, and follow-up. However, launching IKM with the P5 program in the first year without prior training for educators seems to have created a dilemma in its implementation. While the themes presented have undergone careful consideration in line with the principles of implementing P5—holistic, contextual, student-focused, and exploratory—educators in the field do not perceive it in the same way.

Educators are compelled to comprehend the implementation of P5 through self-taught training on government-provided platforms. They are required to learn quickly and independently without face-to-face assistance in its execution. Ultimately, the six P5 themes offered for application in the classroom may give the impression that they were chosen without a clear understanding of the direction and potential achievements. Questions arise regarding whether it continues to the next phase, concludes in that phase, or merely remains at the class level in one phase. This is despite the awareness that the implementation of IKM and P5 is intended to be the foundation for the restoration of student character, which has begun to erode due to the Covid-19 pandemic.

As a practitioner in the field, the author feels that applying themes without undergoing a proper analysis process is akin to repeating past practices, devoid of any substantial difference. Therefore, the author is intrigued to explore why the analysis of P5 theme selection is crucial in determining students' character values. The research aims to investigate the techniques educators employ to determine themes for each phase, as well as the correlation between the results of the P5 theme selection analysis and the character values of elementary school students.

2. Materials And Methods

This research employs a qualitative method with a phenomenological approach, examining several cases in the field that occurred and were repeated during the implementation of the Merdeka Curriculum. The phenomenological approach proposed by Creswell (2007) explores and discovers subjective human life experiences regarding themselves and their lives. The steps in phenomenological research are as follows:

1. Bracketing: Identifying phenomena that occur so that they are worthy of being revealed or researched. The phenomenon that researchers will explore is educators' perceptions of curriculum changes and how to implement the Independent Curriculum.

2. Intuiting: Being open to the meaning related to phenomena that the subject has experienced, thus producing a general understanding of the phenomenon being researched. This stage is often interpreted as the data collection stage. Researchers will use interview questionnaires at sampling schools located on three islands in Indonesia to collect data about educators' views on curriculum changes, including implementation techniques and educators' hopes for the independent curriculum.

3. Analyzing: Processing data. The sampling data that has been obtained will then be processed to determine the trends that educators have made in implementing the independent curriculum.

4. Describing: Making notes on the results of research carried out and creating documentation.

3. Results and Discussion

Interview activities are carried out by providing an assessment via Google form which is delivered via a link https://forms.gle/MRN2wQDpDnd6e7KD6 on September 17 2023. The research subjects were class teachers who had implemented the Merdeka Curriculum, namely class 1 teachers, class 2 teachers, class 4 teachers and class 5 teachers. Interviews were carried out at several sampling schools, namely 2 elementary schools in Bali Province, 2 elementary schools in the city Yogyakarta, and 3 elementary schools in Gorontalo City. The aim of this research is to determine the importance of carrying out P5 theme analysis before applying it to learning. The Interview Questionnaire is as follows:

Table 1. Interview Questionnaire

No	Interview Questions
1	Have teachers utilized the *Merdeka Mengajar* platform?
2	Does the teacher understand the class in each phase?
3	Choose the correct class pair! Phase A (grades 1 & 4) Phase B (grades 3 & 4) Phase C (grades 4 & 5)
4	Do teachers take P5 training?
5	Does the teacher understand the themes in P5?
6	Is the theme determining activity carried out by the class in the same phase or only in the same class?
7	Do teachers determine for themselves the P5 themes that will be taught to students in class?
8	If yes, please provide an idea of how to determine the P5 theme?
9	Has the chosen theme been adapted to the content of the material to be studied in the same phase?
10	Will the selected theme be continued by the class in the same phase or replaced according to the content of the material to be studied?
11	If you are a Phase A teacher, how do you determine the achievement of the P5 theme if you choose the same theme?
12	If you are a teacher in Phases B and C, how do you determine the achievements of theme P5 when the class in the same phase has not yet implemented the independent curriculum?

Table 2. Interview Questionnaire

No	Question Already	Questions Not yet
1	Have you collaborated when determining the theme to be chosen in 1 phase?	----
2	Do you analyze the P5 theme based on the material content that appears in 1 phase together?	Are you more comfortable discussing with teachers from the same class when determining the P5 theme?
3	Do you determine the achievement of the P5 theme at each grade level in 1 phase according to the students' cognitive level?	Do you think that choosing a P5 theme doesn't have to be the same even in one phase?
4	Have you achieved the P5 theme flow which will be implemented in 1 phase together?	If yes, what are your reasons for choosing P5 themes to vary within one phase?
5	Do you pay attention to students' understanding abilities according to their developmental age level when compiling the achievements of the P5 theme?	When you analyzed the learning flow for theme P5, was it adapted to the content of the material?
6	Does the activity of analyzing P5 themes in 1 phase make it easier for teachers to organize the flow of P5 learning at school?	Give reasons why the activity of analyzing the P5 theme learning flow together in one class is more comfortable than in one phase?
7	Give reasons why the activity of analyzing the P5 theme flow together in 1 phase makes it easier to organize the P5 learning flow?	Do you expect the P5 theme analysis activity to be carried out together in one phase? Give the reason!

The following is a list of names of sampling schools as a reference for interviews used by researchers google form namely 1 public elementary school in Gianyar Regency and 1 private elementary school in Denpasar City, Bali Province, 2 public elementary schools in Yogyakarta City, and 3 public elementary schools in Gorontalo City.

Table 3. Sampling School Name

No	Provincial Origin	School name	Number of Phases		
			A	B	C
1	Bali province	SD Saraswati 1 Denpasar	1	2	1
		SD N 5 Ketewel	1	1	0
2	Yogyakarta Special Region Province	SD N Keputran 1	2	2	1
		SD N Baciro	2	0	1
3	Gorontalo Province	SD N 2 Tilongkabila	1	0	0
		SD N 7 Tapa	2	0	0
		SD N 5 Bone Raya	0	0	1

Based on the results of interviews conducted by researchers through google form in several sampling schools, as many as 18 class teachers filled out the interview questionnaire. So the interview data can be described as follows:

Table 4. Interview Results

No	Classes/Phases	Use of the App/platform	P5 Theme selection techniques	Sustainability Expectations
1	A (9 Class)	1. 1. All teachers have used the *Merdeka mengajar* platform, but have not understood the class pairs in phase A. 2. 2. A total of 4 teachers have not attended P5 training so they do not understand the application of P5	1. 1. Eight class teachers have collaborated in determining a common theme in 1 phase (only 1 school has not collaborated because they do not understand the purpose of the collaboration. (Only 3 class teachers) stated	1. 1. Teachers find it helpful in determining the theme, because collaboration makes it easier for phase A teachers to achieve learning targets. In

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		in phase A. The theme is determined based on the content of the material and the needs of the class only. The other 5 teachers determined the P5 theme only with the parallels, not with the phases. Although choosing yourself, the theme chosen has been adjusted to the subject matter in the class.	discussing with phase mates. 2. 2. The eight class teachers have selected themes based on the content of the material that appears based on the age level of phase A students, conducted CP mapping, determined learning objectives, and arranged the flow of learning objectives together in one phase. 3. 3. A total of five teachers said that the selection of P5 themes may be different in one phase, they considered that the selection of different themes even in one phase made them gain new experience in learning P5 themes. While the other 4 teachers said that the selection of themes was tried to be the same in one phase but the level of understanding was different, therefore it was mandatory to collaborate with teachers in the same phase.	addition, collaboration can give each other the idea of sustainability in one phase by taking into account the different levels of students' abilities, and hope that the selection of the theme can be continued in the next class in one phase.
No	Classes/Phase	Use of the App/platform	P5 Theme selection techniques	Sustainability Expectations
2	B (6 class)	1. All teachers have used the *Merdeka Mengajar* platform, and have understood the class pairs in phase B. 2. A total of 3 teachers have not	1. Five teachers have analyzed the selection of themes based on the content of the material that appears based on the age level of phase B students, conducted CP mapping, determined learning	1. Three class teachers have collaborated in determining a common theme in 1 phase even though the class has not implemented an

		attended P5 training, because they have just changed classes, so they do not understand the application of P5 in the phase 3. The teacher determines the P5 theme only with his parallel friends, because the class in phase B has not implemented the Independent Curriculum. Although choosing yourself, the theme chosen has been adjusted to the subject matter in the class.	objectives, and arranged the flow of learning objectives together in one phase. However, one teacher did not conduct an analysis because the problems faced in each class were different. So it is chosen based on needs only. 2. All teachers say that the selection of P5 themes may differ in one phase. This is because the problems faced vary even in one phase. 3. In achieving the achievement of the P5 theme, most teachers answered that they would reflect and evaluate the implementation of the theme in phase A (because grade 3 had not implemented P5) and most teachers would continue or replace the P5 theme in the previous phase depending on the material in the phase being taught.	independent curriculum. But some others only collaborate with teachers in one parallel class. 2. Teachers find it helpful in determining the theme. Because collaboration makes it easier for teachers to achieve learning targets, and minimize overlapping content so that learning continuity can be achieved optimally according to the abilities of different students.
No	Classes/Phase	Use of the App/platform	P5 Theme selection techniques	Sustainability Expectations
3	C (3 class)	1. Teachers in phase C are more focused in determining the P5 theme. This is because teachers in phase C already know what to do in implementing P5. All teachers have used the Merdeka platform and have understood the class pairs in phase C. they have also reflected and evaluated the achievement of the theme in phase B. So that they have a decision whether to change or continue the theme in the previous class. 2. However, because the class pair in phase C has not implemented IKM, the grade 5 teacher discussed with	1. Of the three class teachers who became sampling, one teacher has not collaborated with friends in one phase or in parallel, because his school does not have parallel classes. While two teachers have collaborated only with friends in one parallel to determine the theme. The two teachers have analyzed the selection of themes based on the content of the material that appears based on the age level of phase C students, conducted CP mapping, determined learning objectives, and compiled the flow of learning objectives together in one phase. However, one teacher did not do the analysis and chose based on needs only.	1. Teachers find it helpful in determining the theme. Because collaboration makes it easier for phase C teachers to achieve learning targets, so that it is continuous with the next class, the selection of shared themes can equalize perceptions and make it easier to overcome shortcomings in the previous class so that learning continuity can be achieved optimally according to the abilities of different students.

		the teacher in phase B to find out the achievements and follow-up projects that could be carried out in grade 5.	2. All teachers say that the selection of P5 themes may differ in one phase. This is because the problems faced are different, so they require different ways of solving problems.	

From the notes on the results of the interview questionnaire that have been summarized by the researcher, it can be concluded that the views of educators in implementing the P5 theme selection technique are as follows:

Interview result Use of *Merdeka Mengajar* (Freedom to Teach) Application/Platform

Interviews were conducted by posing in-depth and open questions about the use of the independent teaching platform (PMM) as well as teachers' understanding of the P5 theme. Open interviews were conducted to make it possible to obtain broad answers from respondents (Sukmadinata, 2010:2019). Based on the results of interviews conducted with phase A, phase B, and phase C teachers, regarding the use of the independent teaching platform (PMM), the following points can be noted:

1. All teachers in phase A, phase B, and phase C have utilized PMM effectively. This is because all teachers are required to access PMM to support learning at school. Of the 18 teachers interviewed, phase A teachers did not know the class pairs in one phase. Meanwhile, the others already know the class pairs in one phase well.

2. A total of 4 teachers in phase A and 3 phase B teachers have not participated in P5 training, so they do not understand the implementation of P5 in the phase. This causes the selection of themes to be determined based on the material content and class needs alone. Meanwhile, 5 other teachers determined the P5 theme only in parallel, not in phase. This is because the teacher in question has moved teaching classes, so he has not learned the importance of knowing class pairs in one phase. Teachers in phase C are more focused on determining the P5 theme. This is because teachers in phase C already know the things that must be done in implementing P5.

P5 Theme Selection Techniques

Based on the results of interviews conducted with phase A, phase B, and phase C teachers, regarding the P5 theme selection technique, the following points can be noted:

1. From 18 teachers interviewed, 15 teachers had collaborated in selecting the P5 theme with fellow teachers in one parallel class, not in one phase. A total of 3 teachers have not collaborated because they have moved teaching classes and have not learned about P5, so they do not understand the purpose of collaboration in one phase.

2. In carrying out collaboration with colleagues in one parallel class, the teachers have collaborated in selecting themes based on the material content that appears based on the age level of students in each phase, carrying out CP mapping, determining learning objectives, and arranging the flow of learning objectives.

3. There is no agreement in determining the theme in one phase because when selecting the theme P5 only discussed it with parallel friends. 11 people who collaborated said that choosing a P5 theme could be different in one phase. They thought that choosing a different theme, even in one phase, would make students gain new experiences in studying the P5 theme. Meanwhile, 4 other teachers said that the theme selection was tried to be the same in one phase, but the level of understanding was different according to the students' stage of development in each phase.

4. In achieving the P5 theme, most teachers answered that they would reflect and evaluate the implementation of the theme in each phase, whether the teacher would continue or replace the P5 theme in the previous phase.

Hope for Sustainability

Based on the results of interviews conducted with phase A, phase B and phase C teachers, regarding the hope for continued collaboration in selecting the P5 theme, the following points can be written:

1. Teachers feel helped in determining themes, this is because collaboration makes it easier for teachers to achieve learning targets. Apart from that, collaboration can provide each other with sustainability ideas in one phase by taking into account the different levels of ability of students, and hope that the selection of themes can be continued in the next class in one phase.

2. The teacher hopes that collaborative activities in selecting themes can continue to be carried out continuously with the next class. Collaborative activities are an opportunity to equalize perceptions and make it easier to overcome deficiencies in previous classes so that continuity of learning can be achieved optimally according to the abilities of different students.

4. Conclusion

Based on the research or studies in this research, it can be concluded that in determining the theme of P5 activities, it is necessary to carry out an analysis first. This aims to make it easier for teachers to achieve the learning targets expected in the independent curriculum. Collaboration between teachers in analyzing themes that will be applied in one phase makes it possible to achieve P5 learning targets. Good preparation in selecting themes, mapping CP, determining learning objectives, as well as arranging the flow of learning objectives and paying attention to the age development of students is a successful phase in growing the character values of the students they teach. Collaboration and analyzing the selection of themes together in one phase can minimize misconceptions in implementing P5 in elementary schools, so that hopes in developing students' character values can be realized well.

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