

## Implementation of The Pancasila Profile Students Project (P5) in Senior High Schools/Madrasah Aliyah in Berau Regency

Bella Dinda Septania<sup>1</sup>, Juwari<sup>1</sup>, Aisyah Trees Sandy<sup>1\*</sup>, Mei Vita Romadon Ningrum<sup>1</sup>

<sup>1</sup>Departemen of Geography Education, Faculty of Teacher Training and Education, Mulawarman University, Kalimantan Timur

\*corresponding author: [aisyahkun@gmail.com](mailto:aisyahkun@gmail.com)

### Abstract

This research aims to determine the implementation of the pancasila profile students project (P5) senior high schools/madrasah aliyah in Berau Regency .This research uses descriptive quantitative methods. The population in this study were students in class X and XI. The data collection techniques for this research are observation, interviews and documentation. The results of the implementation of P5 activities with the theme of a sustainable lifestyle include projects for planting medicinal plants and vegetables, biopore absorption holes, compost fertilizer, crafts from plastic waste and campaigns zero waste. P5 activities with the theme of local wisdom highlight Berau culture with the Berau cultural festival activity project – Banua and making typical Berau Rutun batik

**Keywords** :Sustainable Lifestyle, Local Wisdom, P5

### Introduction

Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020 – 2024. The vision of the Ministry of Education and Culture for 2020 - 2024 strongly supports the president's vision and mission in realizing an advanced, sovereign, independent, and individualized Indonesia through the creation of Pancasila students who are critical, creative, independent thinkers, loyal and devoted, with faith in Almighty God, as well as possessing noble morals, a spirit of mutual cooperation and global diversity. Referring to the vision of Indonesian education, the Pancasila student profile is an effort to strengthen character education and is applied to students in educational units through school cultural activities, intracurricular, projects, and

extracurricular activities. The Pancasila student profile is realized through learning at school, which includes face – to – face (intracurricular), project – based extracurricular, and co – curricular learning. Intracurricular learning covers 70 - 80% of lesson hours, while co – curricular learning covers 20 - 30% of lesson hours (Ulandari & Dwi, 2023).

In the Independent Curriculum, students are required to be able to create a project. These projects help students develop their potential and skills in various fields. P5 is part of the implementation of the Independent Curriculum, carried out in two phases: the conceptual phase and the contextual phase. In P5 activities, students have the freedom to learn, the structure of learning activities becomes flexible, and schools can allocate their time according to their needs, making learning more effective and active as students can truly

engage with their surroundings (Rahmawati et al., 2022). The implementation of P5 is a form of differentiated learning, which is the process of matching students' interests with their learning preferences and their readiness to achieve optimal learning outcomes (Marnlina, 2019).

The project profile of Pancasila students as an implementation of the Independent Curriculum can provide students with a more meaningful learning experience and process. In practice, students need to build communication with peers, create products or objects related to the project theme, and develop their understanding to recognize environmental problems and solve these issues to achieve good results. Therefore, this research aims to determine the implementation of the project profile of Pancasila students (P5) in public high schools/madrasah aliyah in Berau Regency.

## Methods

This research was conducted at public high schools/madrasahs in Tanjung Redeb District, Berau Regency, which includes three schools: SMAN 1 Berau, SMAN 7 Berau, and MAN Tanjung Redeb. The map of the research location can be seen in the image below:



(Source : Personal, 2024)

**Picture 1.** Research Location

This type of research uses qualitative descriptive research.

Descriptive research is a research method that describes and interprets objects according to existing reality (Sugiyono, 2017). The sampling technique used in this research used quota sampling. Quota sampling is a technique where the population is not taken into account but is classified into several groups by giving certain quotas or quotas to groups (Sugiyono, 2017). The research sample used was all students in class X and XI of State High School/Madrasah Aliyah, Tanjung Redeb District, Berau Regency. Includes SMAN 1 Berau, SMAN 7 Berau and MAN Tanjung Redeb. The sampling was only 15% of the total student population, namely 1,901 students.

**Table 1.** Research Sample

School Name	The Number of Students
SMAN 1 Berau	75
SMAN 7 Berau	62
MAN Tanjung Redeb	58
<b>Sum Total</b>	<b>195</b>

The data collection techniques used in this research are as follows:

### 1. Observation

Observation as a data collection technique has specific characteristics when compared to other techniques, namely interviews and questionnaires (Sugiyono, 2017). Data resulting from observations include a series of projects the profile of Pancasila students carried out at Berau Regency State High Schools/Madrasah Aliyah regarding the themes of sustainable lifestyles and local wisdom.

### 2. Documentation

Documentation is a way of collecting data through written remains, such as archives and including books about opinions, theories, postulates or laws, etc. related to research problems

called documentary studies (Margono, 2014). In this research, researchers used documentation in various forms of documentation files and photos related to documents regarding the project module on the theme of sustainable lifestyle and local wisdom, the planning process, implementation, results and evaluation of the project on the theme of sustainable lifestyle and local wisdom.

### 3. Interview

Interviews are used to obtain data from informants by asking several structured questions (Afifudin, 2012). This interview consists of questions related to the implementation of the project to strengthen the profile of Pancasila students on the theme of sustainable lifestyles and local wisdom.

**Table 2.** Interview Guide Grid

Indicator	No Item	Total
Teacher Understanding	1,2,3,4	4
Adjustment	5,6,7,8	4
Obstacles and Challenges	9,10	2

### Results and Discussion

The independent curriculum has been implemented simultaneously since February 2022. The implementation of the independent curriculum includes project-based learning activities which are usually called the project profile of Pancasila students (P5). This P5 activity provides a synthetic, interactive, flexible learning experience and is used to evaluate competency in learning. This project provides students with hands-on learning experiences, encouraging exploration in natural contexts and promoting a holistic understanding of various concepts (Prihatini et al., 2023).

The embodiment of this project's learning can be implemented into 8 P5 themes including sustainable lifestyle, local wisdom, unity in diversity, the voice of democracy, building your body and soul, engineering and technology, entrepreneurship and employment. The P5 theme that has been implemented in State High Schools/Madrasah Aliyah is sustainable lifestyle and local wisdom. This P5 activity lasts for 10 learning hours with the time allocation adjusting to the division of school learning hours. During learning hours, P5 activities at SMAN 1 take place every Monday and Friday, at SMAN 7 on Thursdays and Fridays and at MAN Tanjung Redeb on Saturdays. The results of this P5 activity vary depending on the topic and project module.

MAN Tanjung Redeb has carried out project activities in the form of planting medicinal plants and vegetables in the environment around the school. This activity project is a collaboration between biology, chemistry and geography subject teachers by inviting resource persons from the Berau Regency Agriculture Service and the Berau Regency Food Security Service as resource speakers at the school. Students start learning from the initial process of managing the land to the final process of harvesting the results. The harvest results that have been obtained are re-processed according to each group according to the needs of the students.





(Source : Personal, 2024)

**Picture 2.** Medicinal Plants and Vegetable Planting Project

SMAN 7 Berau also chose a project to plant medicinal plants and biopore absorption holes. This activity project collaborates with all subject teachers, students are fully accompanied by their respective class facilitators under the supervision of the project coordinator. SMAN 7 Berau did not invite speakers from certain parties, all activities were carried out according to the knowledge of all teachers at the school. Everyone participated in the implementation starting from students, subject teachers, facilitators

and project implementation coordinators. Students begin to learn from the initial process of managing land to the final process of harvesting produce and the process of making biopore absorption holes by utilizing references from the internet and projects from other schools. The results of the biopore absorption hole project which is distributed at certain points prone to waterlogging can reduce waterlogging slightly. The results of the harvested medicinal plant planting project can be reprocessed according to each group according to the student's needs.



(Source : Personal, 2024)

**Picture 3.** Medicinal Plant Planting Project and Biopore Infiltration Holes

SMAN 1 Berau chose a compost making project, making plastic waste crafts and a zero waste campaign. This activity project invited the Berau Environment and Hygiene Service as a resource speaker for this project. As a result of this project, an exhibition of P5's work will be held. The P5 work exhibition contains products made from single-use plastic waste. Compost, which was a second year project, was successfully implemented with many obstacles faced by students, such as the failure of the compost due to humidity that occurred due to unfavorable weather during the compostmaking process. Education on the use of one drinking bottle for one person is the student's chosen project to educate all levels of society to participate in reducing the use of single-use waste. This education utilizes social media such as Instagram.



2024)

Picture 4. Compost Fertilizer Project, Plastic Waste Crafts and Zero Waste Campaign

The implementation of the P5 local wisdom theme is different from the sustainable lifestyle theme, where MAN Tanjung Redeb did not take the project theme because the school faced obstacles such as a lack of budget and a fairly busy activity schedule at the school. The entire facilitation team together with school leaders agreed not to choose local wisdom as one of the 3 themes selected at least in phases D, E and F. Identification of the level of readiness of educational units is necessary where school leaders must ensure the stages carried out to carry out the project before determining the specific topic and designing project modules from eight themes that have been determined by the Ministry of Education and Culture to be implemented in one academic year (Purnawanto, 2022).

P5, the theme of local wisdom at SMAN 7 Berau and SMAN 1 Berau both raised the topic of typical Berau culture. The project that has been implemented by SMAN 7 is Batik Rutun Berau. This project produced uniform batik cloth which was exhibited in the library and became one of the teacher batik uniforms at SMAN 7 Berau. The implementation of this project experienced obstacles from raw materials and tools which were felt by the school. Schools have to order materials and tools from outside the island because raw materials for making batik are still difficult to find in Berau. Another obstacle is that the speakers come from outside the school. The teacher acts as a presenter to cover the batik making process from the preparation stage to the final process.



(Source : Personal, 2024)

**Picture 5.** Typical Berau Rutun Batik Project

Local wisdom at SMAN 1 Berau with the Berau - Banua Culture project (*Seni Bela Diri Kuntau, Parade Seni Dalam Bahasa Benua, Tari Jappin, Adat Malladup, Balabbas Sulimbar*). This project presents resource persons from the Sambaliung Sultanate as Berau traditional figures. This implementation is carried out for one day and is open to the public.



Picture 6. Berau – Banua Festival Project

Projects are activities with a background of creating or carrying out contextual properties and interacting with the environment (Rahayuningsih, 2022). Ki Hadjar Dewantara believes that learning must involve students' interaction with the environment, sensitivity, care, and being able to learn to solve problems faced in their environment (Sulistiyati et al., 2021). P5 activities go through 2 stages before the appearance of the product,

namely the conceptual stage and the contextual stage. Conceptual learning regarding various main elements in the scientific structure has a wider scope in order to gain new knowledge. Contextual learning aims for students to get a connection between learning material and real situations in the surrounding environment and can connect it with real life that is found so that their learning can be firmly embedded so that students do not easily forget memories in their learning (Saraswati et al., 2022).

### Conclusion

The project Pancasila student profile (P5) is the implementation of differentiated learning in the independent curriculum by developing individual student abilities on a project basis. P5 activities at Berau Regency State High School/Madrasah Aliyah aim to understand the long-term impact of human activity on the continuity of life in the surrounding environment and explore the culture and local wisdom of regional communities through two project themes, namely sustainable lifestyle and local wisdom.

### References

- Afifudin. (2012). *Metode Penelitian Kualitatif*. Bandung: PT Pustaka Setia.
- Margono, S. (2014). *Metode Penelitian Pendidikan*. Jakarta : Rineka Cipta.
- Marlina, M. (2019). *Panduan Pelaksanaan Model Pembelajaran Berdiferensiasi di Sekolah Inklusif*.
- Prihartini, E. T., Meri, M., Aunurrahman, A., & Halida, H. (2023).

- Membangun Dimensi Bernalar Kritis Sebagai Landasan Pendidikan Dalam Proyek Kolaboratif Studi Alam di SMA Muhammadiyah 1 Pontianak. *Jurnal Dimensi Pendidikan dan Pembelajaran*, 11(1), 175-184.
- Purnawanto, A. T. (2022). Implementasi Profil Pelajar Pancasila dalam Pembelajaran Kurikulum Merdeka. *Jurnal Pedagogy*, 15(2), 76-87.
- Rahayuningsih, F. (2022). Internalisasi Filosofi Pendidikan Ki Hajar Dewantara Dalam Mewujudkan Profil Pelajar Pancasila. *SOCIAL : Jurnal Inovasi Pendidikan IPS*, 1(3), 177–187. doi: 10.51878/social.v1i3.925
- Rahayuningsih, F. (2022). Internalisasi Filosofi Pendidikan Ki Hajar Dewantara Dalam Mewujudkan Profil Pelajar Pancasila. *SOCIAL : Jurnal Inovasi Pendidikan IPS*, 1(3), 177–187. doi : 10.51878/social.v1i3.925
- Rahmawati, E., Wardhani, N. A., & Ummah, S. M. (2023). Pengaruh proyek profil pelajar pancasila terhadap karakter bernalar kritis peserta didik. *Jurnal Educatio Fkip Unma*, 9(2), 614-622. doi: 10.31949/educatio.v9i2.4718
- Saraswati, D. A., Sandrian, D. N., Nazulfah, I., Abida, N. T., Azmina, N., Indriyani, R., ... & Lestari, I. D. (2022). Analisis kegiatan p5 di sma negeri 4 kota tangerang sebagai penerapan pembelajaran terdiferensiasi pada kurikulum merdeka. *Jurnal Pendidikan Mipa*, 12(2), 185-191. doi:10.37630/jpm.v12i2.578
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung : Alfabeta.
- Sulistiyati, D. M., Wahyaningsih, S., & Wijania, I. W. (2021). Proyek Profil Pelajar Pancasila. Buku Panduan Guru Projek Penguatan Profil Pelajar Pancasila.
- Ulandari, S., & Rapita, D. D. (2023). Implementasi proyek penguatanprofil pelajar pancasila sebagai upaya menguatkan karakter peserta didik. *Jurnal Moral Kemasyarakatan*, 8(2), 116-132. doi:10.21067/jmk.v8i2.8309