

Assistance in Making Project Modules for Strengthening Pancasila Student Profile for Teachers of SD 2 Puyoh Kudus Regency

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ABSTRACT

The project of strengthening the profile of Pancasila students is a new flagship activity in the Merdeka curriculum. This project is a learning activity through various disciplines where students can observe and solve problems in the school environment or the surrounding environment. SD 2 Puyoh is one of the elementary schools in Kudus Regency that chose the independent school path to change in the implementation of the independent curriculum. Because it is not a driving school, SD 2 Puyoh does not receive special assistance by incentive from other agencies/parties. Schools have difficulties in making project modules to strengthen the profile of Pancasila students. Thus, special assistance is needed to create project modules so that project activities to strengthen the profile of Pancasila students can run smoothly according to the expected results. Thus, the general purpose of this service activity is to provide assistance for teachers at SD 2 Puyoh to design and create project modules to strengthen the profile of Pancasila students by the topics, themes, and dimensions determined by the school. The method chosen in service activities is in the form of lectures, discussions/questions answers, and assignments. The result of this service activity is that teachers at Sd 2 Puyoh can design and make project modules to strengthen the profile of Pancasila students by the themes, topics, and dimensions that have been determined as well as the characteristics of the school environment.

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INTRODUCTION

Indonesia's Vision 2045 states that Indonesia is directed to become a "sovereign, developed, just, and prosperous country." The achievement of this vision requires the development of quality human resources, mastering science and technology, being independent, and being able to improve the dignity and dignity of the nation. To build this human development disaggregation, the Ministry of Education and Culture launched "Freedom of Learning" as the main theme of a series of education policies. Merdeka Belajar is a vision built based on the thoughts of Ki Hadjar Dewantara which is strengthened by the purpose of national education as in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 3 where education is held so that every individual can become a human being who "believes and fears God

Almighty, has a noble character, healthy, knowledgeable, capable, creative, independent, and be democratic and responsible citizens". The Pancasila Student Profile is an elaboration of the objectives of national education where the emphasis is on character education (Inayah, 2021; Rachmawati et al., 2022). Thus, the position of the Pancasila Student Profile in national education policy is a reference in the design of the National Education Standard (SNP).

One of the objectives of the independent curriculum is the development of the character profile of Pancasila students which contains six dimensions of character, namely faith, fear of God Almighty and noble character, cooperation, global celebrity, critical reasoning, creativity, and independence by the goals of national education (Ulandari and Dwi, 2023). The development of Pancasila student profiles in schools can be carried out through various learning activities, namely in the process of intracurricular, project-based co-curricular, and extracurricular learning activities. By the Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 56/M/2022 concerning Guidelines for Curriculum Implementation in the Framework of Learning Recovery, the Pancasila Student Profile Strengthening Project is a project-based co-curricular activity where students carry out activities to strengthen competence and character by the Pancasila student profile based on Graduate Competence Standards (See also, al., 2022). By the ministerial decree, the project activities to strengthen the profile of Pancasila students are carried out not together with intracurricular activities. The implementation of activities is carried out flexibly both on content, activities, and time of activity.

The Pancasila Student Profile Strengthening Project is one of the new and excellent programs in the independent curriculum that is present as a manifestation of strengthening the character of the Pancasila student profile through project-based learning activities (Asiati & Hasanah, 2022). The Decree of the Head of the Education Standard, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 009/H/KR/2022 concerning the dimensions, elements, and subelements of the Pancasila student profile in the independent curriculum states that schools are required to develop character and abilities built-in daily life that are brought to life in each student through the culture of the education unit and the project of strengthening the Pancasila student profile. The Pancasila student profile strengthening project is a cross-disciplinary empowerment and skills project that is contextual and based on community needs/problems within the education unit. So that the Pancasila student profile strengthening project provides opportunities for students to "experience knowledge" as a process of strengthening character as well as an opportunity to learn from the surrounding environment. The existence of a project to strengthen the profile of Pancasila students is an optimal means of encouraging students to become competent lifelong learners, have character, and behave according to the values of Pancasila (Sololianingrum, Tri from Fathurrahman, 2018).

Facts in the field show that currently guidebooks and technical instructions in making and designing project activities to strengthen the profile of Pancasila students are still minimal. In addition, teachers are also still confused about changing activities that were previously application activities in the teaching and learning process into project activities with separate modules (Fitriya & Latif, 2022; Kahfi, 2022; Rizal et al., 2022). This has resulted in teachers still having difficulty in choosing project themes, activity topics, and the flow of activities in the project to strengthen the profile of Pancasila students. The report card used in the project to strengthen the profile of Pancasila students is also different from the report card for intracurricular activities (Hamidah, 2022). Thus, teachers need more adaptation in independent implementation. This becomes an obstacle when teachers are used to doing the old curriculum and must get used to the new curriculum.

SD 2 Puyoh is located in Dawe District, Kudus Regency with 9 teachers. This elementary school implements 2 curricula, namely the 2013 Curriculum for grades 3 and 6, and the Merdeka Curriculum for grades 1, 2, 4, and 5. SD 2 Puyoh is not a driving school but a school that implements the implementation of an independent curriculum with an independent scheme changing so that there is no intensive assistance in the implementation of the independent curriculum by other agencies/parties. However, according to the chosen scheme, SD 2 Puyoh can take advantage of the independent teaching platform (PMM) to learn independently. In line with the implementation of the Pancasila student profile strengthening project activities, SD 2 Puyoh experienced obstacles in implementing these activities.

The results of interviews with teachers and principals at SD 2 Puyoh showed that usually teachers do not design activities on the Pancasila student profile strengthening project module but take the entire module in the independent teaching platform or other sources from the internet by only changing the identity of the module. In addition, activities in the Pancasila student profile strengthening project are still oriented to making products or artifacts, not focused on increasing the dimensions of the Pancasila student profile. The determination of activities in the Pancasila Student Profile Strengthening Project activities is also unclear because the Pancasila Student Profile Strengthening Project Facilitation Team is not running optimally.

In detail, other obstacles faced by teachers at SD 2 Puyoh include the following: (1) teachers do not understand the outline of the independent curriculum, especially in elementary schools; (2) teachers do not have competence in planning learning activities for the Pancasila Student Profile Strengthening Project; (3) Teachers do not have the competence and skills in compiling the Pancasila Student Profile Strengthening

Project module by the local context, student needs and characteristics, and student learning interests. This is in line with the statement of Budiono et al (Budiono et al., 2023) which states that the Pancasila Student Profile Strengthening Project activity is a new program in the Independent Curriculum so there are often misunderstandings or misconceptions among teachers about the activity.

Based on the obstacles experienced by the teachers of SD 2 Puyoh, the service team initiated to carry out community service activities with the title "Assistance in Making Project Modules for Strengthening the Profile of Pancasila Students for Teachers of SD 2 Puyoh" with the following objectives: (1) to increase teacher knowledge in understanding the outline of the independent curriculum, especially in elementary schools; (2) to improve teacher competence in planning learning activities for the Pancasila Student Profile Strengthening Project; (3) To improve teacher skills in compiling project modules to strengthen the profile of Pancasila students by the local context, student needs and characteristics, and student learning interests.

METHOD

The activity "Assistance in Making Project Modules for Strengthening the Profile of Pancasila Students for Teachers of SD 2 Puyoh" was carried out in the form of lectures, discussions/questions and answers, and assignments. During the lecture activity, the service team socialized the delivery of the initial material, namely the outline material of the independent curriculum, especially in elementary schools. After that, discussions and questions and answers were held with the school related to environmental analysis to identify the local context, needs, characteristics, and interests of student learning. The purpose of this activity is for the project module to strengthen the profile of Pancasila students by the conditions of the school environment. In addition, discussions were also held related to the preparation of the school ecosystem in the project of strengthening the profile of Pancasila students.

During the assignment activity, the service team assisted the teachers in designing the project module to strengthen the profile of Pancasila students. The PKM team together with teachers carried out activities to compile the content of the Pancasila student profile strengthening project module by the theme of the government, local context, needs, characteristics, and interests of student learning. Mentoring activities are carried out with an andragogy approach. In detail, the stages of the method of implementing activities in the mentoring program are as follows.

1. Lectures in the context of socializing the delivery of the initial material outline of the independent curriculum to improve the knowledge, competence, and skills of SD 2 Puyoh teachers in designing and designing project modules to strengthen the profile of Pancasila students.
2. Assistance to improve the hard skills of SD 2 Puyoh teachers in designing and designing project modules to strengthen the profile of Pancasila students.
3. The assignment is in the form of practice in making project modules to strengthen the profile of Pancasila students according to the local context, needs, characteristics, and interests of student learning.

The success indicator of this assistance is that participants can understand the project module of strengthening the profile of Pancasila students.

RESULTS

Before the mentoring activity, as many as 88% of teachers found it difficult to integrate the theme of the Pancasila student profile strengthening project from the government as well as how to teach it. MGuru senior teachers also have no motivation to learn new things. In addition, they have limited time in learning and lack confidence in planning and creating project modules to strengthen the profile of Pancasila students independently. The school has only one guidebook for the Pancasila student profile strengthening project and three technical guidelines for planning Pancasila student profile strengthening project activities. Teacher skills in designing are also lacking because only one person out of nine teachers is a mobilizing teacher who can update knowledge in the independent curriculum and SD 2 Puyoh is also not a driving school so it is not included in schools that implement an independent curriculum with intense guidance from the Central Java Driving Teacher Center or other parties.

Community service activities for SD 2 Puyoh teachers were attended by 9 teachers and 6 students involved in MBKM-based service activities. The following are the results of the activity "Assistance in Making Project Modules for Strengthening the Profile of Pancasila Students for Teachers of SD 2 Puyoh".

1. Delivery of the initial material outline of the independent curriculum

In this activity, activities was carried out in-house training by delivering material directly face-to-face to service participants related to the outline of the implementation of the Merdeka curriculum. Before the

activity took place, the service team distributed questionnaires promptly. Online to the service participants to find out the extent of the knowledge of teachers at SD 2 Puyoh related to understanding the implementation of the Merdeka curriculum. Based on the results of the questionnaire, it is known that the knowledge of teachers in the implementation of Pancasila student profile strengthening project activities is still lacking, so assistance is needed. The material presented in this activity was material on the outline of the implementation of the Independent curriculum and socialization of guidelines for Curriculum Implementation in the Framework of Learning Recovery by the Amendments to the Decree of the Minister of Education, Culture, Research, and Technology Number 262/M/2022 (Kemendikbudristekdikti, 2022) as well as socialization of dimensions, elements and sub-elements of the Pancasila student profile in the Merdeka curriculum by the Decree of the Head of the City of Education Standards, Curriculum, and Assessment of the Ministry of Education, Culture, Research and Technology Number 009/H/KR/2022 (Education et al., 2022).

The following is documentation on the delivery of the initial material outline of the Merdeka curriculum



Figure 1. Delivery of Initial Material for the Outline of the Independent Curriculum

2. Delivery of material on the project module of strengthening the profile of Pancasila students

The material presented in this activity was (1) the themes of the project to strengthen the profile of Pancasila students at the basic education level; (2) principles of project development to strengthen the profile of Pancasila students; (3) components of the Pancasila student profile strengthening project module; (4) examples of activity flows for projects to strengthen the profile of Pancasila students; (5) assessment of the project to strengthen the profile of Pancasila students; and (6) manage projects to strengthen the profile of Pancasila students. In managing the Pancasila Student Profile Strengthening project, the service team together with teachers discussed how to make the Pancasila student profile strengthening project activities run smoothly, what needs to be strengthened or improved by teachers at SD 2 Puyoh to ensure that the Pancasila student profile strengthening project runs well in schools.

Through this activity, it was also discussed (1) how to start the project activities to strengthen the profile of Pancasila students which began with the activity of giving lighter questions to students to provoke student interest and curiosity. The question encourages students to do further exploration or conduct an inquiry process to answer it. Questions must be open-ended questions whose answers are not available in books or on the

Internet; (2) Steps to solve problems by authentic problems (real experiences by students in everyday life) by conducting project-based learning with various strategies such as building bonds with students, providing challenges gradually, nurturing curiosity, and reflecting regularly; (3) providing space and opportunities for teachers and students to develop, communicate their opinions with each other, and provide continuous feedback in reflective dialogue. At this stage, teachers and students determine the solution to the problems faced so that from this problem-solving activity each teacher and student can improve their competencies and skills by the dimensions in the Pancasila student profile. In addition, individuals can practice, practice, and reflect on learning activities obtained during project activities; (4) Cultivating positive work values in students by helping students optimally throughout project activities; (5) design and create activity flows, time allocation, and collaboration of teaching teams effectively and efficiently; and (6) how to end the project with optimal and meaningful activities, one of which is by designing a learning celebration, where students can display their learning processes or products in an event involving various groups.

The following is documentation of material delivery activities for the Pancasila student profile strengthening project module.



Figure 2. Material Delivery Activities on Project Modules Strengthening the Profile of Pancasila Students

3. Environmental analysis to identify the local context, needs, characteristics as well and learning interests of students

After the service participants understand the material for planning and making Pancasila student profile strengthening project modules, the next activity is to design and design Pancasila student profile strengthening project modules which were previously carried out through environmental analysis to identify the local context, needs, characteristics and learning interests of students. In this activity, individuals/communities/communities outside the educational unit were also discussed who could be learning resources for students. The resource persons are competent people who have knowledge and skills in certain fields from various places of their educational units, one RW, one village, district, city, province, country, and the world. Examples of resource persons include stall owners or local businesses, farmers, craftsmen, gardeners, educators from other educational units, nearby university lecturers, leaders of non-profit organizations, friends and family of

educators, families of students, and so on. For example, vegetable farmers can provide knowledge about how to grow vegetables, choose fertilizers, techniques for choosing seeds, and others. Here is documentation of environmental analysis to identify the local context, needs, characteristics as well and learning interests of students



Figure 3. Environmental Analysis Activities to Identify Local Context, Needs, Characteristics, and Learning Interests of Students

4. Assistance to improve the hard skills of SD 2 Puyoh teachers in designing and designing project modules to strengthen the profile of Pancasila students

In this activity, the design and design of project modules to strengthen the profile of Pancasila students was carried out by choosing themes according to the local context, needs, characteristics, and interests of student learning. In addition, teachers also identify media or teaching aids needed to support student exploration during project activities. The next step is for teachers accompanied by a service team to compile a project module to strengthen the profile of Pancasila officials by compiling scenarios and activity plans as well as assessments used in the project. Making project modules according to the project development guidelines for strengthening the profile of Pancasila students.

The service team also emphasized that in the project activities to strengthen the profile of Pancasila students, assessment activities are also needed, both initial assessment, formative assessment, and summative assessment. Things that need to be considered in making assessments are as follows

- a. Have various forms of assessment (initial assessment, formative assessment, and summative assessment)
- b. Have a variety of assessment variations (rubrics, questionnaires, tests, observation sheets, etc.)
- c. Summative assessment with criteria in the form of starting to develop, develop, develop according to expectations, and develop very much
- d. The formulation of competencies that become goals is put at the stage of "developing according to expectations"
- e. There is alignment of speech, activities, and assessments on the project.

5. The assignment is in the form of practice in making a project module to strengthen the profile of Pancasila students according to the local context, needs, characteristics, and interests of student learning

In this activity, the service team asked the service participants to make a project module to strengthen the profile of Pancasila students according to the local context, needs, characteristics, and interests of student learning. In project module preparation activities, service team participants must pay attention to the steps for preparing project modules such as:

- a. Write down general information, namely the identity of the module author, facilities and infrastructure, target students, and the relevance of the theme and project topic for the school
- b. Write down the core competencies, namely a brief description of the project, dimensions and sub-elements of the related Pancasila student profile, specific objectives for the phase, the flow of project activities in general, assessment, lighter questions, enrichment, and remedial, student and teacher reflections
- c. Create project module attachments such as student worksheets, student and teacher reading materials, and bibliography.

At the end of the activity, the service team carried out a follow-up plan in the form of an independent assignment of each teacher with a phase group to create a project module to strengthen the profile of Pancasila students. Based on the results of the above activities, activities "Assistance in Making Pancasila Student Profile Strengthening Project Modules for SD 2 Puyoh Teachers" can be declared successful because it is proven to be able to increase the knowledge, competence, and skills of SD 2 Puyoh teachers in designing and designing Pancasila student profile strengthening project modules. This is to the activities carried out by Budiono et al (Budiono et al., 2023) that there is an improvement in the ability of teachers in Jember after conducting training on understanding and practice of project planning activities to strengthen the profile of Pancasila students. The mentoring model that has been carried out shows that the existence of mentoring activities can increase the capacity, ability, potential, and skills of teachers in preparing and designing project modules to strengthen the profile of Pancasila students.





Figure 4. Assignment activities in the form of module-making practice Pancasila Student Profile Strengthening Project

CONCLUSION

Community service activities are carried out at SD 2 Puyoh, Dawe District, Kudus Regency. Activities are carried out face-to-face or offline according to the time determined by the school. The mentoring program can run smoothly with enthusiasm and active discussions between the service team and participants. Based on the results of the activity, an increase in the competence, knowledge, and skills of SD 2 Puyoh teachers was obtained in designing, designing, and making project modules to strengthen the profile of Pancasila students. This is characterized by the existence of 2 project modules for phase A, 2 project modules for phase B, and 2 project modules for phase C with each module having a different theme and topic. Suggestions for further service activities are the need for mentoring activities for making digital interactive project modules to strengthen the profile of Pancasila students that can be accessed online by teachers and students so that they are more effective and efficient in the use of media during learning activities.

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