

Implementation of Pancasila Student Profile Strengthening Project Training for Early Childhood Teachers in Rangkasbitung District

Eka Setiawati¹, Agustinus Tandilo Mamma², Nunung Nurhayati³, Y Yusdiana⁴, Yuyum Yuningsih⁵

^{1,4}Early Childhood Education, Teacher Training and Education Faculty, Universitas Setia Budi, Lebak, Indonesia

²Early Childhood Education, Teacher Training and Education Faculty, Universitas Cendrawasih, Papua, Indonesia

³English Education, Teacher Training and Education Faculty, Lebak, Indonesia

⁵Primary teacher education, Teacher Training and Education Faculty, Universitas Setia Budi, Lebak, Indonesia

Author Email: echasetia14@gmail.com¹, agustandilo77@gmail.com², nunung.nurhayati@usbr.ac.id³, yusdiana.paud@gmail.com⁴, umikhairahilman@gmail.com⁵

Orcid: <https://orcid.org/0000-0003-4706-6018>¹, <https://orcid.org/0009-0006-4081-8845>², <https://orcid.org/0000-0003-0652-3841>³, <https://orcid.org/0009-0004-9116-3346>⁴

Abstract. This study aims to evaluate the effectiveness of the Pancasila Student Profile Strengthening training for Early Childhood Education teachers using the expository method. The expository method was chosen to provide a systematic and direct understanding of the Pancasila student profile concept, where participants received material through lectures and presentations delivered by the training facilitators. This research employed a quantitative approach by collecting data through post-training evaluation tests to measure the teachers' level of understanding of the presented material. The training results showed that 80% of the participants successfully comprehended the Pancasila student profile concept and were able to design activities relevant to its objectives, while 20% of the participants did not fully grasp the material. Factors influencing these differing results include participants' prior knowledge, professional experience, and the intensity of their engagement in the training sessions. Based on these findings, it is recommended that follow-up training adopt more interactive learning methods, such as group discussions and case studies, to enhance the understanding of participants who have not yet mastered the concepts optimally.

Keywords: Early Childhood, Pancasila student profile, Teacher

1 Introduction

Indonesia's education system faces the critical challenge of preparing the younger generation to compete globally while maintaining their national identity in the era of globalization, characterized by rapid technological advancements and the swift flow of information. Maintaining cultural values while embracing global trends requires a careful balance because of this dual obligation. The Pancasila Student Profile, a strategic project designed to integrate Pancasila values into the national education system, was introduced by the Ministry of Education, Culture, Research, and Technology in response to this problem. This effort extends to all levels of education, including Early Childhood Education, ensuring that the foundation of character building begins from the earliest stages of learning.

The Pancasila Student Profile comprises six key elements that encapsulate the essential values for holistic development: (1) Faith in God Almighty and noble character; (2) Global diversity; (3) Cooperation; (4) Independence; (5) Critical thinking; and (6) Creativity [1]. Each of these components acts as a tenet for developing well-rounded people. By imparting these ideals, the program hopes to develop a generation of students that respect moral integrity and cultural legacy in addition to being globally competitive. This strategy demonstrates Indonesia's dedication to developing an educational system that balances Pancasila, the foundation of national identity, with global competences.



Figure 1. The Pancasila Student Profile

The cornerstone for children's character development is Early Childhood Education (PAUD) [2]. Children's cognitive, emotive, and social development is at its peak during this golden age, which makes it the perfect moment to inculcate Pancasila values [3][4]. In order to promote holistic development, character development at this stage involves more than just imparting moral ideas; it also involves incorporating these ideals into regular educational activities. Nonetheless, a lot of PAUD teachers have a hard time successfully implementing character-based teaching methods in the classroom. This is especially clear when considering the Pancasila Student Profile Strengthening initiatives, which are essential to the Merdeka Curriculum's implementation [5].

These challenges show how teachers require focused assistance and direction in order to be prepared with useful character-based teaching techniques. A unique training program has been created to assist PAUD teachers in carrying out the Pancasila Student Profile Strengthening projects in order to solve these issues. The main goal of this course is to offer helpful advice for creating lessons that combine Pancasila values with character development. The goal is to enable educators to embrace active and project-based learning strategies that are suited to the requirements of young children, moving beyond academically focused education. Teachers will have the ability to contextualize Pancasila values in ways that appeal to young students through engaging and imaginative exercises. By doing this, the course hopes to assist educators in establishing a classroom setting that encourages the early adoption of Pancasila ideals.

2 Method

The participants of this training program were drawn from seven schools located in Rangkasbitung District. Each school was represented by one principal and two teachers, with a total of 21 participants attending the training. The community service activity was held on Saturday, October 12, 2024, for one day, starting at 9:00 AM and concluding at 2:00 PM. The training method employed the expository technique, which involved providing detailed explanations of the theories and projects related to the Pancasila Student Profile Strengthening. Active and interactive discussions were also held between the presenter and participants, where they shared their understanding of the Pancasila Student Profile projects through two-way communication. A direct practice method was used when participants created project activity plans for the Pancasila Student Profile Strengthening that could be applied in their schools, tailored to the schools' needs, and aligned with their vision and mission. Participants were divided into several groups based on their respective schools, and the projects they designed were presented and demonstrated in front of the class. Each group received feedback from other groups, which helped generate a comprehensive understanding of the Pancasila Student Profile Strengthening projects. Teachers are trained to guide students in understanding key dimensions of the Pancasila profile, including moral behavior, critical thinking, and environmental awareness, all through practical projects like waste management activities[6].

3 Result and discussion

The training activity began with a discussion session that allowed early childhood teachers to share their experiences and understanding of Pancasila values and the challenges they face in integrating these values into daily learning. This discussion not only built collective awareness but also facilitated the exchange of ideas and practical strategies, one of the discussions during the discussion was about the Pancasila student profile strengthening project which is a project-based co-curricular activity designed to strengthen efforts to achieve competencies and characters in accordance with the Pancasila student profile which is compiled based on Graduate Competency Standards. Teachers are equipped to guide students through activities that foster not only cognitive

skills but also social values aligned with the Pancasila profile[7]. The implementation of the Pancasila student profile strengthening project is carried out flexibly, in terms of content, activities, and implementation time. The Pancasila student profile strengthening project is designed separately from intracurricular activities. The objectives, content, and learning activities of the project are not linked to the objectives and materials of intracurricular lessons. P5 program integrates specific themes like environmental care or social responsibility, all adjusted to suit the development stage of the learners. Teachers receive specialized training to adapt these themes into daily learning, making Pancasila values not just theoretical, but practical [8]. Educational units can involve the community and/or the world of work to design and implement the Pancasila student profile strengthening project. Furthermore, a Focus Group Discussion (FGD) is conducted to explore specific issues that arise from the discussion. The FGD provided space for PAUD teachers to discuss in more depth how they can adapt Pancasila values into the curriculum and daily activities in the classroom. This discussion encouraged the creation of contextual solutions that are relevant to the reality of PAUD classes. Finally, the participants were given an assignment to design a concrete implementation strategy for Pancasila values in their learning activities. This assignment not only tested their understanding but also encouraged creativity in designing an approach that was interesting and easy for early childhood children to understand. The results of this activity showed an increase in the involvement of early childhood teachers and better implementation of Pancasila values in the context of early childhood education. The following is documentation of the training process.



Figure 2. The Process of Presenting Material About the Project to Strengthen the Profile of Pancasila Students by the Speaker



Figure 3. The Process of Discussion Between Schools and Sharing Experiences Related to the Project Activities to Strengthen the Profile of PANCASILA STUDENTS in their Schools



Figure 4. Training Participants Discussed with their School Team Consisting of the Principal and Two Educators



Figure 5. Training Participants Presented the Results of their Discussions Regarding Follow-Up Plans for the Training Results that Will be Applied in Schools

3.1 Initial discussion Analysis

In the initial discussion session, early education teachers were asked to share their understanding of P5 and the difficulties they faced in integrating Pancasila values into learning. Qualitative data from this discussion were then categorized based on themes such as: understanding the concept of P5, difficulties in implementing it in the classroom, and perceptions of the relevance of P5 in early education. From the analysis results, information was obtained that around 60% of teachers felt less familiar with the concept of P5, 30% considered this concept relevant but difficult to apply to early childhood, and 10% felt they understood it well enough but needed further support for implementation. The responses from the participants are shown in the following graph.

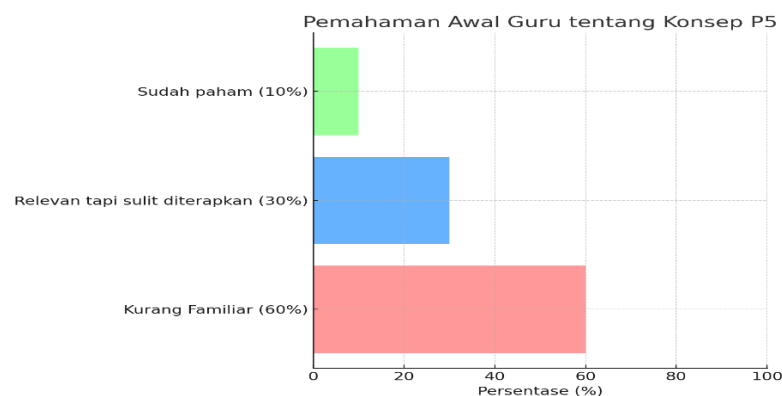


Figure 6. Teachers' Initial Understanding

3.2 Focus Group Discussion Result

During the FGD, in-depth discussions were conducted to explore how Pancasila values can be integrated into learning. Based on the FGD transcript, it was found that several methods proposed by teachers in teaching values such as mutual cooperation and tolerance through play and story activities were very effective. The graph here can show the development of perceptions from understanding to agreed implementation ideas.

At the time of the focus group discussion, the teachers already understood the flow that must be planned when implementing the Pancasila student profile strengthening project, namely by the Head of the education unit forming a project implementation team. This team plays a role in planning and implementing project activities for all classes, then the Head of the education unit together with the implementation team reflects and determines the level of readiness of the education unit, the implementation team determines the focus of the Pancasila student profile dimensions and project themes and designs the number of projects along with their time allocation and the implementation team compiles project modules according to the level of readiness of the education unit with general stages: Determining sub-elements (project objectives); Developing topics and flow stages, and; Developing project activities and assessments the last stage The implementation team plans a strategy for processing and reporting project results.

3.3 Assignment and Implementation Result

The assignment given to the participants asked them to design a P5-based learning program. The results of the assignment showed that around 80% of teachers succeeded in designing relevant activities, while the other 20% needed further guidance. In this graph, we will present a comparison of the success of the assignment between the group of teachers who already understood the P5 concept from the beginning and those who had just learned from the training.

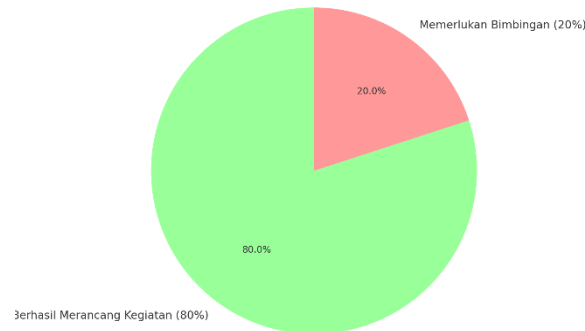


Figure 7. Results of Teacher Assignments

Based on the graph above, it showed that 80% of the participants successfully understood the concepts of the Pancasila Student Profile Strengthening (P5) and were able to design project activities that aligned with the objectives of P5. These participants demonstrated the ability to create structured and contextually relevant programs that could be implemented in their schools. They actively participated in the discussions, responded to questions, and effectively collaborated during the group work sessions.

However, 20% of the participants still faced challenges in fully grasping the material, particularly in linking the theoretical aspects of P5 with practical applications in school-based projects. This group struggled with aligning their project designs with the specific needs and vision of their schools, as well as applying active learning strategies in their proposals.

Several factors contributed to these varying outcomes. First, participants' prior knowledge and professional experience played a significant role in their ability to understand and apply the concepts. Teachers with more experience and exposure to the Pancasila Student Profile or similar educational initiatives showed greater proficiency in project design. Second, the intensity of engagement during the training sessions was a key determinant. Participants who actively participated in discussions and hands-on activities were more likely to demonstrate a better understanding of the material.

The interactive and hands-on approach used in the training proved to be effective for most participants. The direct practice method, where participants were asked to create and present project designs, fostered a deeper understanding of the P5 concepts and their application in real-world settings. The group-based discussions and presentations provided a platform for collaborative learning, allowing participants to share ideas, provide feedback, and refine their understanding of the project.

However, it became evident that additional support is necessary for some participants, particularly those with less experience or those who struggled with the expository learning method. To address this, it is recommended that future training sessions incorporate more interactive teaching methods, such as group discussions, case studies, and peer teaching. These approaches could help bridge the gap for participants who require more hands-on experience and guidance in applying the P5 concepts.

4 Conclusion

While the majority of participants successfully understood and applied the Pancasila Student Profile Strengthening concepts, a more tailored and interactive training approach is needed for those who faced challenges in the application of the material. Future training should consider these factors to enhance overall effectiveness and ensure that all participants gain a comprehensive understanding of the P5 project implementation.

References

- [1] S. Apriana, S. Suriswo, and R. Agung N, "Implementasi Kurikulum Merdeka Melalui Penguatan Profil Pelajar Pancasila Gugus Raden Saleh," *J. Educ. Res.*, vol. 5, no. 3, pp. 3034–3043, 2024, doi:

- 10.37985/jer.v5i3.1408.
- [2] D. E. Cahyaningrum and D. Diana, "Proyek Penguatan Profil Pelajar Pancasila sebagai Implementasi Kurikulum Merdeka di Lembaga PAUD," *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 7, no. 3, pp. 2895–2906, 2023, doi: 10.31004/obsesi.v7i3.4453.
- [3] N. A. Wiyani, "Implementasi proyek penguatan profil pelajar pancasila dalam kurikulum merdeka di lembaga paud," *J. Pendidik. Anak*, vol. 10, no. 1, pp. 23–35, 2023.
- [4] G. Farhana and N. Cholimah, "Proyek Penguatan Profil Pelajar Pancasila sebagai Upaya Peningkatan Karakter Anak Usia Dini," *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 8, no. 1, pp. 137–148, 2024, doi: 10.31004/obsesi.v8i1.5370.
- [5] R. R. Priyambada, "Strategi Menghadapi Tantangan Implementasi Kurikulum Merdeka Belajar Pada Mata Pelajaran Pendidikan Jasmani Olahraga dan Kesehatan di SMAN 6 Yogyakarta," 2024.
- [6] A. W. Soleha and S. H. Rofiah, "Early childhood education nationalist exploration : Implementation of the project to strengthen the profile of Pancasila students (P5)," vol. 4, no. 1, pp. 76–87, 2024.
- [7] T. A. Tiyani and Z. H. Ramadan, "Implementation of the pancasila student profile strengthening project on sustainable lifestyle themes," *J. Educ. J. Pendidik. Indones.*, vol. 10, no. 1, p. 521, 2024, doi: 10.29210/1202424398.
- [8] A. Armadi and R. S. D. Kumala, "The Implementation of Strengthening Pancasila Student Profile's (P5) Project at SDN Parsanga I," *Widyagogik J. Pendidik. dan Pembelajaran Sekol. Dasar*, vol. 10, no. 2, pp. 431–443, 2023, doi: 10.21107/widyagogik.v10i2.18572.