

# The Implementation of The Pancasila Student Profile Strengthening Project (P5) in *Sekolah Penggerak* in The Border Area of North Kalimantan

Isma Priandani<sup>1</sup>, Ari Kusmiatun<sup>2</sup>, Anwar Efendi<sup>3</sup>, Prihadi<sup>4</sup>

{[ismapriandani.2021@student.uny.ac.id](mailto:ismapriandani.2021@student.uny.ac.id)<sup>1</sup>, [arik@uny.ac.id](mailto:arik@uny.ac.id)<sup>2</sup>, [anwar@uny.ac.id](mailto:anwar@uny.ac.id)<sup>3</sup>,  
[prihadi.uny@gmail.com](mailto:prihadi.uny@gmail.com)<sup>4</sup>}

Yogyakarta State University  
Colombo Street No. 1, Karang Malang, Sleman, Indonesia<sup>1,2,3,4</sup>

**Abstract.** This research aims to discuss the implementation of the Pancasila Student Profile strengthening Project (P5) in *Sekolah Penggerak* in North Kalimantan. A qualitative approach was conducted. The participants were the senior high school teachers involving in *Sekolah Penggerak* in Sebatik and Nunukan. Field observations, documents, and interviews were employed for data collection. The findings showed that there were 3-4 themes taught in one academic year, the implementation of differentiated learning, the use of digital devices for classroom activities optimization, the singing habituation of the Pancasila Student Song every morning, and the use of a diagnostic assessment prior to the implementation of the P5 began. However, considering a small number of schools involving in *Sekolah Penggerak* program in North Kalimantan, the other schools, which are not involved in the program, have no full access to understand the operational curriculum of *Sekolah Penggerak* (KOSP) and get difficulty in implementing the P5 independently.

**Keywords:** Diagnostic assessment, Pancasila Student Profile strengthening Project (P5), *Sekolah Penggerak*.

## 1 Introduction

An advanced and a great nation is a proof of development in education. A well-system education is expected to produce a good qualified personnel who are able to compete with other developing countries at the international level. In global era nowadays, a quality education is very important. Indonesian education in its history has progress to build a better educational civilization, therefore it is very important to contribute to the study of changes in the curriculum prototype (Independence Curriculum) [1].

Mentioning Ki Hajar Dewantara's statement, education directs all natural resources in children to achieve the highest safety and happiness as human beings and members of society, the concept of humanistic education gives rise to cultural peculiarities in Indonesia. The importance

of integrating student potential into the educational concept proclaimed by Ki Hajar Dewantara includes the concept of education according to the contextual needs of the current Indonesian generation [2].

In order to have a good quality human resources not only in science and technology but also with mettle, the Government arranged Education System Law No. 20 of 2003. Pasal 3 that the law states that national education has an important function, capacity increase and the establishment of national courage and culture that is appropriate for the nation's lifelong education. National education aims to develop the potential of students to become human beings who are pious, have noble character, are healthy, knowledgeable, capable, creative, independent, become democratic and responsible citizens. This also includes all levels of education, including Senior High School.

*Program Sekolah Penggerak* is a catalyst to materialize the vision of Indonesian education which focuses on developing student learning outcomes holistically by realizing the Pancasila Students' Profile (Kemendikbud, 2021). "Moving Schools" are schools that focus on developing student learning outcomes holistically by realizing the Pancasila Students' Profile which includes cognitive (literacy and numeracy) and non-cognitive (character) competencies starting from superior human resources (principals and teachers). Principals and teachers of driving schools have an impact on other educational units [3]. The curriculum in the educational process is a very crucial instrument and always up to date. There is no other purpose in changing the curriculum other than to improve the quality of learning and learning design in schools based on the needs and demands of the community as users of graduates. Therefore, education is designed in such a way as to meet these demands where people need reliable human resources and can provide innovation to their environment [4].

*Program Sekolah Penggerak* is an effort to ascertain the vision of Indonesian education by realizing Indonesia country is advanced, sovereign, independent and has personality through the creation of Pancasila students'. *Program Sekolah Penggerak* focuses on progressing students' learning outcomes holistically, including competence (literacy and mathematics) and character, starting from excellent human resources (principals and teachers) [5]. *Program Sekolah Penggerak* is perfection of the previous School Transition Program. *Program Sekolah Penggerak* will encourage public/private schools in all school conditions to move from first stage to second stage. The distinguishing feature of *Sekolah Penggerak* is that there are intra-curricular, co-curricular and extracurricular activities in teaching and learning activities at school [6]. Intracurricular activities aim to foster students' academic abilities as well as teaching and learning activities in class. Co-curricular activities are added to understand the teaching material that has been studied in intra-curricular activities in class, in this case the Pancasila Students' Profile Strengthening Project is added in this learning, besides that also in this co-curricular activity, students are able to choose the theme that has been chosen by the appropriate school. With the interests, talents, and aspirations that each student has. Extracurricular activities help in the development of aspects such as talents and personality.

*Program Sekolah Penggerak* aims to establish schools that are able to focus on developing student learning outcomes in a holistic manner to create a Pancasila students' profile which includes competency and character development which begins with a development of Human Resources (HR) [7]. In order to achieve the goals that have been set in *Sekolah Penggerak*, it is necessary to have a program to improve the target quality of *Sekolah Penggerak*. Program Sekolah Penggerak is not only an effort to realize the vision of Indonesian Education, but also

to establish a developed Indonesia that is sovereign, independent and has personality through the creation of Pancasila students [8].

According to the Decree of the Minister Education and Culture of the Republic Indonesia No. 1177/M/2020 about Guidelines for Implementing *Program Sekolah Penggerak*, it is stated that the aim of *Program Sekolah Penggerak* is to increase competence and character according to the profile of Pancasila students, ensuring equal distribution of education quality through a program to increase the capacity of school principals who are able to lead Education units in achieving quality learning, build a stronger Education ecosystem that focuses on improving quality, and create a collaborative climate for stakeholders in the Education sector both in scope schools, local and central government.

The strengthen project of the Pancasila students' profile is a project-based co-curricular activity designed to strengthen the efforts of competence achievement and character according to the Pancasila students' profile which is based on graduate competency standards [9]. The implementation of the project to strengthen the Pancasila students' profile is carried out flexibly, in terms of content, activities, and implementation time. The project to strengthen the Pancasila students' profile is designed separately from intracurricular activities.

Several studies have linked *Merdeka Belajar* with schools of educational philosophy. *Program Merdeka Belajar* is stated to have parallels with the philosophy of progressivism education which equally emphasizes the independence and freedom of educational institutions in exploring maximally the abilities, intelligence and potential of students in a flexible, natural, fun and democratic way [11]. *Merdeka Belajar* is also considered to have essential similarities with the concept of Critical Pedagogy, especially in establishing the autonomy of educational institutions, the freedom of teachers from bureaucratic fetter, and the freedom of students to learn according to their preferences [12].

As *Sekolah Penggerak*, teachers are required to be able to differentiate products by adapting student product assignments in terms of readiness, interest, and student learning profiles [13]. This strengthen project of the Pancasila students' profile will later become the gateway to a curriculum that is oriented towards student needs by adjusting student characteristics and the characteristics of the school environment in Indonesia [14].

## 2 Research Methods

The result of the study in this article was presented in the form of a description regarding the implementation of a project to strengthen the Pancasila students' profile. Therefore, the design used in this study was adhered to a qualitative descriptive research design. Descriptive research was said to be a method of examining the status of a group, human, object, a system of thought, or a class of events in the present [15]. This research method was investigate to describe the implementation of project activities to strengthen the Pancasila students' profile in Sekolah Penggerak that was located in the Indonesia-Malaysia boundary region of North Kalimantan. The subjects of this study were teachers involved in project activities to strengthen the Pancasila students' profile at SMAN 1 Sebatik and SMAN 1 Nunukan. The selection of this school subject was based on the implementation of Sekolah Penggerak in this school which had been entered its second year and received facilities from the Ministry of Education, Culture, Research and Technology. The data collection technique used in this study was an interview technique with all teachers in the class during the project activities to strengthen the Pancasila students' profile.

Furthermore, data was also taken in archive form in the form of curriculum data for the implementation of the project to strengthen the Pancasila students' profile in each school. The data was taken by using purposive sampling, namely taking several conversations from the form of reflection conveyed by the teacher. Data was collected through interviews by recording. Data validity was tested through source triangulation. Lastly, the data was analyzed by using an interactive model of analysis [16].

### 3 Result and Discussion

According to the observations' field and interviews conducted with several teachers who teaching the projects to strengthen the Pancasila students' profile at SMAN 1 Sebatik and at SMAN 1 Nunukan, there were new findings in the implementation of projects to strengthen the Pancasila students' profile in each school. The implementation aspect of the project to strengthen the Pancasila students' profile in these two schools were used holistic principles. The following was details of the implementation:

#### 3.1 The Implementation 3-4 Themes of Project to Strengthen Pancasila Students' Profile in a Year

In organizing the project to strengthen the Pancasila students' profile, both SMAN 1 Sebatik and SMAN 1 Nunukan were used holistic principles. The Holistic principle was to encourage schools to examine a theme as a whole and see the interconnections of various things to understand an issue in depth [9]. Therefore, each profile project theme conducted was not a thematic forum that collects various subjects, but rather a forum for integrating various perspectives and knowledge content in an integrated manner.

Based on the results of an interview with one of the teachers of SMAN 1 Sebatik and SMAN 1 Nunukan about the implementation of the project to strengthen the Pancasila students' profile, it was figure out that before they determine the theme, the teachers in class X and XI held a meeting to discuss which theme would be implemented at school.

*“ So before us it was chosen 3 themes used here. After school, we gathered in the teacher's room, had a meeting with the Principal, Waka Kurikulum, and teachers in Class X and XI to choose what themes we would take for teaching this semester. Of course, the theme has been adapted to the characteristics of the school.”*

(Informant HN)

*“ If at SMAN 1 here, mom, the implementation is 4 themes because we use a rolling system, so every 3 months the children get a different theme. If the selection of themes is certainly in accordance with the characteristics of our respective schools, yes ”*

(Informant D)

*“ There are 4 class X themes that we use, and all of them are rolled every 3 months. So children feel all four themes. If it is class XI, there are 3 themes.”*

(Informant A)

*“ The theme of class X is sustainable lifestyle, local wisdom, entrepreneurship, and build the soul. In class XI the theme is democracy, building the body, and diversity. However, the theme*

*in class XI is continuous from those in Class X, so there is still a relationship between the theme of class X that they have worked on and when they move up to class XI.”*

(Informant D)

*“ The current theme of class X is to build his body and entrepreneurship ”*

(Informant H)

Along with the implementation of the project to strengthen the Pancasila students' profile, one of the teachers at SMAN 1 Nunukan also mention the same thing about this. However, the difference in choosing this theme is that SMAN 1 Sebatik chose 3 themes to be implemented for 1 academic year, whereas SMAN 1 Nunukan implemented 4 themes in 1 academic year. Of course, those differences were due to the geographical location of those schools, even though the two schools were located in the Indonesia-Malaysia border area. It is just that SMAN 1 Sebatik had quite difficult access, so this was a consideration for choosing fewer project themes than SMAN 1 Nunukan. In addition, the implementation of the project to strengthen the Pancasila students' profile from these two schools also used local wisdom found in each school.

At SMAN 1 Nunukan, 4 themes for Class X and 3 themes for Class XI were implemented. The selected themes were interrelated and sustainable according to the level of students. From the results of the interviews it was also found that on the theme of local wisdom, SMAN 1 Nunukan took regional customs, namely the performance of the bridal purplish dance which was displayed in traditional houses in the area. Meanwhile, the other 3 themes will be displayed during the work exhibition, which has a predetermined schedule.

Both high schools also have the integration of their respective subjects according to the theme taken. The integration of these subjects has been adapted to the project and the characteristics of each subject.

*“ The results of our daily meetings before the implementation of the P5 were well, this is in addition to determining the theme we use. We also discussed the subjects integrated in the theme.”*

(Informant HA)

*“ For the integration of subjects into each theme, maybe the document can be asked into the curriculum, because that was the result of our meeting during the School MGMP.”*

(Informant D)

In the integration of school's subjects in these two schools were the result of discussions by each subject teacher and the vice principal of student affairs. Because in this case, the integration would affect the projects implemented in each theme of the project to strengthen the Pancasila students' profile. The following showed the results of the integration of subjects into the project theme of strengthening the Pancasila students' profile at SMAN 1 Nunukan X and XI grades.

GAYA HIDUP BERKELANJUTAN	KIMIA FISIKA GEOGRAFI
KERIFAN (LOKAL)	BAHASA INGGRIS SOSIOLOGI BAHASA INDONESIA SEJARAH
KELWIRUSAHAAN	MATEMATIKA EKONOMI INFORMATIKA
BANGUNLAH JIWA DAN RAGANYA	PEWUJ AGAMA PIK BIOLOGI PKR

**Fig 1.** Integration of subjects into the class X Project theme of SMAN 1 Nunukan

TEMA	MAPEL BERGABUNG
DEMOKRASI	AGAMA PKR BAHASA INDONESIA BAHASA INGGRIS SEJARAH
BANGUNLAH JIWA DAN RAGANYA	MATEMATIKA SENI BUDAYA PIK
KEBHINEKAAN	KETERANGAN TEMA 4 ( BULAN 8,9,10) TEMA 5 ( BULAN 10,11,12) TEMA 6( BULAN 1,2,3)

**Fig 2.** Integration of subjects into the class XI Project theme of SMAN 1 Nunukan

### 3.2 Differentiated Subjects

Implementation of differentiated learning was include diagnostic assessment, grouping of students' learning styles based on product differentiation. The diagnostic assessment was aim to identify the competencies, strengths and weaknesses of students prior to learning so that educators were able to design appropriate learning in class. At SMAN 1 Nunukan and SMAN 1 Sebatik designed a diagnostic assessment by knowing the mood of students before learning. The teachers in the class provide assessments such as filling out Google forms or questionnaires to students. Therefore, students could express their feelings and moods before teaching and learning activities were carried out. See the following description.

*“ Usually the diagnostic assessment that I usually do is when P5 uses a google form, so it's like there are emoticons on the google form, later they fill out the google form according to their mood whether they are sad, happy, upset, or others.”*

(Informant HA)

The case with the implementation of diagnostic assessments at SMAN 1 Nunukan, they tend to work together with the guidance counselor at school to find out the background of students, it is not uncommon for educators to also carry out diagnostic assessments spontaneously according to teaching experience in class.

*“ The diagnostic assessment that is usually done by teachers here has been communicated with BK teachers so, we understand the child's learning readiness in class. Not infrequently, I usually use spontaneous assessments depending on my teaching experience in class X.”*

(Informant D)

This diagnostic assessment activity was aim to build students and teachers in recognizing learning styles that should be a reference in learning both at school and at home and teachers could easily compile teaching materials and apply methods according to student learning styles. The next stage of differentiation, both schools were use product differentiation, which was the end result of class activities creating products according to what has been agreed upon.

*“If P5 mostly produces products from projects that have been taught, yes. So, our product differentiation, well, each student is given a project to complete their product which will be exhibited, for example, in the wake of his body soul we tell students to make an anti-bullying poste. So during learning in class P5 and Indonesian they were directed to how to make posters that were told.”*

(Informant HA)

Product differentiation was used to facilitate students in completing learning outcomes. This student product was based on a project that has been agreed upon by the teachers who support the Project to strengthen the Pancasila students' profile. Each student would collaboratively make assignments given according to their respective abilities. This was in line with what was stated by Henry, in the reflections made by Indonesian teachers on differentiation learning in Sekolah Penggerak which prioritize differential diagnoses, content, processes, and products in teaching Indonesian in class [13].

### **3.3 Not using the Whiteboard in Teaching and Learning Activities in Class**

The other new finding found in these two schools was digital learning. At SMAN 1 Sebatik and SMAN 1 Nunukan, teaching and learning activities were implemented in class without using a whiteboard. This was aimed to increase the creativity of educators so that they were more knowledgeable about using technology. Furthermore, students were trained to understand the use of digitalization in the current era of globalization. Even though the areas of these two schools were on the Indonesia-Malaysia border, it could not be denied that the technology applied in these two schools were superior to urban schools. This was in accordance with the results of the interview as follows.

*“If we are here, the teachers are forced to be able to use computers and projectors. Because our whiteboards were removed with our principal and replaced by computers and projectors.”*

*So each class had one computer and projector that we could use to teach. As for the blackboard, mom saw herself, right, there is no blackboard in our classroom”*

(Informant H)

Nevertheless, the use of computers and projectors were forced every educator to think more creatively in the use of media in class in teaching. So that educators in these schools were trained to be aware of the use of technology and were able to teach students how to use technology properly and correctly. This was also in line with what was stated (Fajar, 2021) that Human Resources must be lifelong learners possessed by a Pancasila students' profile, for this reason an understanding of digitalization was needed [17].

### **3.4 The Habituation of Pancasila Student's Song in every Morning Routine**

The following finding was carried out by observing the condition of the two schools where the researcher found routine habituation in every morning by getting students to listen to the Pancasila Student's song. The purpose of this routine was to make students familiar with memorizing every Pancasila Student's song lyric, therefore they could apply the behaviors consisted in the Pancasila students' profile in everyday lives. The habituation was designed in accordance with the six dimensions proclaimed in the Merdeka Curriculum, namely the reflection of Pancasila students who have developed towards One God and have noble character, Unity in Diversity, Independence, Mutual Cooperation, Critical Reasoning, and Creative. The six Pancasila learning profiles were listed in the lyrics of the Pancasila student song. Therefore, by getting used to listening to the song, educators were hope that students could apply Pancasila student attitudes to everyday lives.

## **4 Conclusion**

The Strengthening Project of Pancasila Students' Profile was aimed to improve the quality of education in Indonesia, where through learning this project could realize student profiles with a Pancasila spirit which includes aspects of literacy and numeracy, excellent character for both school principals, teachers and students.

Based on the findings from both schools that were directly observed and from the teachers interviewed, it can be concluded that several findings were project learning which was separate from cognitive learning and was directed to choose 7 themes that have been prepared by the government. , applying subjects that have differentiated diagnoses and products, using digital-based teaching facilities, and customizing Pancasila student songs which aim to make students have a Pancasila student spirit.

However, it was difficult for other schools to understand the implementation of the Pancasila Students' Profile Strengthening Project because of the limitation. In spite of the government has accommodated various independent curriculum platforms and Guru Penggerak. Facts on the ground, there were still many schools that implement the independent curriculum incorrectly, especially in learning the Pancasila Students' Profile Strengthening Project.

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