

The Use of Digital Resources in the Context of Achieving P5 (Proyek Penguatan Profil Pelajar Pancasila)

Nuruddin Wiranda¹, Rusma Noortyani², Dewi Dewantara^{3*}, Muhammad Rizky Hidayat⁴, Siti Marlina⁵

{nuruddin.wd@ulm.ac.id¹, rusmanoortyani@ulm.ac.id²,
dewantara_pfis@ulm.ac.id³, dewantara_pfis@ulm.ac.id⁴, 2210121210008@mhs.ulm.ac.id⁵,
2310121120002@mhs.ulm.ac.id⁶}

¹Computer Education Study Program, Faculty of Teacher Training and Education, Universitas Lambung Mangkurat, Banjarmasin, Indonesia

²Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, Universitas Lambung Mangkurat, Banjarmasin, Indonesia

^{3,4,5}Physics Education Study Program, Faculty of Teacher Training and Education, Universitas Lambung Mangkurat, Banjarmasin, Indonesia

Abstract. The Pancasila Student Profile Strengthening Project (P5) is important for building the character of 21st century society. The condition of the ability of MA Sultan Sulaiman teachers in utilizing technology to strengthen the profile of Pancasila students in learning is the basis for conducting a workshop on the use of digital resources to strengthen the profile of Pancasila students. This workshop aims to improve teachers' ability to utilize digital resources in classroom management. This is also a solution to the SDGs issue with the priority of quality education issues, where the quality of education is not evenly distributed. This service uses the Service Learning method with three stages, namely: preparation, implementation, and reflection. Reflection data is obtained from partner response questionnaires which will show the achievement of activity implementation according to planning and targets. Reflection data is analyzed quantitatively. The results show that descriptively the ability of MA Sultan Sulaiman teachers in using digital resources has increased. Thus, partners can optimize digital resources in P5 (Pancasila Student Profile Strengthening Project) for learning at MA Sultan Sulaiman.

Keywords: Proyek Penguatan Profil Pelajar Pancasila (P5); Use of Digital Resources; Community Services

1 Introduction

In today's digital era, the existence of digital resources has become a crucial component in the learning process at Madrasah Aliyah. Information and communication technology that continues

to develop allows students to access information and learning materials quickly and efficiently. With various online learning platforms, educational videos, and educational applications, students can explore lesson topics in depth and in a variety of organized ways [1], [2], [3], [4]. This not only improves their understanding of the material, but also encourages more independent and proactive learning.

In addition, digital resources also play an important role in increasing student interactivity and engagement in the learning process. Various digital tools such as interactive quizzes, discussion forums, and computer simulations can make lessons more interesting and dynamic. Thus, students do not only receive information passively, but also actively participate in learning activities that motivate them to delve deeper into the material and share knowledge with their friends [5], [6].

In addition to their benefits in direct learning, digital resources also help teachers in designing and delivering more effective teaching materials [7], [8], [9], [10], [11]. Digital platforms in learning enable teachers to create and share teaching materials in a more structured and organized manner [1], [2], [3], [4], [12], [13], [14], [15]. They can also use data analytics to monitor student progress and identify areas that need more attention. Thus, the integration of technology in education at Madrasah Aliyah not only improves the quality of learning, but also facilitates the process of evaluation and curriculum development.

This service highlights the SDGs issue related to unequal distribution of quality education, with a focus on optimizing digital resources in learning [10], [11], [16], [17], [18], [19]. The development of digital technology has significantly influenced education, encouraging teachers to integrate technology into the teaching and learning process [19], [20], [21], [22]. Digital technologies support active learning, knowledge construction, inquiry, and exploration, and facilitate distance communication and data sharing between teachers and students in different locations [19], [22], [23], [24], [25], [26], [27], [28]. Its uses go beyond the delivery of information, expanding the role of technology in the classroom and other learning centers [26], [27], [28], [29], [30], [31], [32], [33], [34].

Digital resources play a vital role in strengthening the profile of Pancasila Students in Madrasah Aliyah by providing a platform for interactive and in-depth exploration of Pancasila values. Through educational applications and online learning platforms, students can access materials that teach Pancasila principles, such as mutual cooperation, social justice, and tolerance, in contexts that are relevant to their daily lives. In this way, students not only understand these values in theory, but can also apply them in practice.

In addition, the use of digital resources allows students to engage in projects and activities that support character building, such as online discussion forums and collaborations. Digital platforms can facilitate discussions on social, cultural, and ethical issues, which are relevant to the values of Pancasila. This helps students develop critical thinking skills and empathy, as well as strengthen their sense of social responsibility and concern for the community [35], [36].

The role of teachers is also increasingly effective with the presence of digital technology. Through various tools and applications, teachers can convey Pancasila values with innovative methods, such as case simulations and educational games. They can use analytical data to monitor students' progress in understanding and applying Pancasila values, as well as provide constructive feedback. Thus, the integration of digital resources in learning not only enriches the learning experience, but also directly supports efforts to strengthen the profile of Pancasila Students in

Madrasah Aliyah.

This article is a description of community service activities in the form of workshop activities on the use of digital resources in order to achieve P5 (Pancasila Student Profile Strengthening Project). Based on the analysis of the situation and partner problems, MA Sultan Sulaiman teachers need to be trained to optimize the use of digital resources in the context of P5. The purpose of implementing this service activity is to optimize the ability of teachers to synergize the use of digital resources in the context of P5. This will answer two main focuses at once, namely the SDGs issue with the priority of quality education issues and the issue of partnerships to achieve goals.

2 Method

The solution related to the SDGs issue with the priority of quality education issues, where the quality of education is not evenly distributed, is to conduct a workshop on the use of digital resources in order to achieve P5 (Pancasila Student Profile Strengthening Project). This is related to the output in the form of increasing partner empowerment in the management aspect, namely the use of digital resources. This service uses the service learning method, a service process consisting of three main stages: preparation, implementation, and reflection as shown in Figure 1. The activity was carried out twice, namely hybrid and offline in September 2024. Offline activities were carried out at the partner's location, namely Jalan Melati RT.02, Pandak Daun, Kec. Karang Intan, Banjar Regency, South Kalimantan. While the hybrid activity was carried out with the assistance of zoom by the service team and partners.



Fig. 1. Implementation Method

2.1 Preparation

In the preparation stage, the service team carries out the formation of the committee, the preparation of the activity rundown, the gathering of participants, and various other technical preparations related to the implementation of this service. The service team will ask for input from partners for the preparation of the activity rundown, so that the implementation of the Digital Resource Utilization Workshop in the Framework of Achieving P5 (Pancasila Student Profile Strengthening Project) runs optimally. The gathering of participants will be coordinated by the Chairperson of the Foundation. Participants are Teachers under the auspices of the Foundation.

2.2 Implementation

The activity was continued with the implementation involving the entire service team, including

the team leader, lecturers, students, and field assistants. Partners will act as participants in this training. The materials presented during the implementation were the Pancasila student profile strengthening project (P5); Utilization of digital resources in learning; Utilization of digital resources in order to achieve P5 (Pancasila Student Profile Strengthening Project); Introduction and preparation of teaching materials that utilize digital resources in order to achieve P5 (Pancasila Student Profile Strengthening Project). The next activity is assistance in preparing teaching materials that utilize digital resources in order to achieve P5 (Pancasila Student Profile Strengthening Project). The last activity is the presentation, review, and clinic of teaching materials that utilize digital resources in order to achieve P5 (Pancasila Student Profile Strengthening Project).

The application of technology in optimizing the synergy of digital resources and local wisdom in P5 (Pancasila Student Profile Strengthening Project) can provide many benefits in strengthening the education of Pancasila values in the younger generation. The following are 2 (two) applications of technology that will be carried out, namely the Digital Learning Platform: Creation of a digital learning platform that contains materials about Pancasila and local wisdom. The platform that will be used is Google Suite [10] cloud-based that can be accessed by teachers and students from anywhere; Interactive Education: Development of interactive educational content based on animated videos for learning using the Powtoon application [37] and educational games that strengthen the understanding of Pancasila values and local wisdom in a fun and interesting way for students.

2.3 Reflection

After the workshop was completed, the community service team conducted a reflection session to evaluate the implementation and experiences gained during the activity. Reflection was carried out by distributing a response questionnaire in the form of a Likert scale [38] to service partners. Data collected was in the form of a Likert scale and analyzed quantitatively.

3 Result and Discussion

3.1 Preparation

In the preparation stage, the community service team carried out a series of important activities to ensure the smooth running of the project. First, they formed a committee that would manage all aspects of the planned activities. This committee was responsible for compiling the activity rundown, coordinating various elements of the event, and ensuring that all logistics related to the community service had been properly arranged. The preparation of the activity rundown was carried out in detail to cover all aspects of the implementation of the Digital Resource Utilization Workshop in order to achieve P5 (Pancasila Student Profile Strengthening Project), ensuring that each session and activity ran according to schedule and the expected goals.

Next, the community service team conducts a participant gathering that involves coordination with the Foundation. This process is important to ensure that all teachers under the auspices of the Foundation who will participate in the activity are registered and receive relevant information as shown in Figure 2. The gathering of participants not only involves registration administration, but also ensures that the participants involved are individuals who will get maximum benefits from the training, according to their needs and profiles.



Fig. 2. Community Service Team Coordinates with Partners

During the preparation, the team also collaborated with partners to obtain input related to the preparation of the activity rundown. This input aims to adjust the agenda to the real needs of the participants and the goals of the partners, as well as to ensure that the material presented is relevant and applicable. This collaboration helps in adjusting the training to be more effective and can achieve the goal of strengthening the profile of Pancasila Students through the use of digital resources. With thorough preparation and active involvement of partners, the implementation of activities is expected to run optimally, providing significant results for all parties involved.

3.2 Implementation

In the early stages of implementation, partners or training participants are the main focus. They are the parties who will directly benefit from this activity. Partners consist of teachers, educators, and practitioners involved in education and curriculum development. This training aims to improve their understanding and skills in using digital resources to support the learning process and achievement of the Pancasila Student Profile Strengthening Project (P5). With this training, it is hoped that partners can integrate digital technology effectively into their teaching methods.



Fig. 3. Documentation of Workshop Implementation

The first material presented was about the Pancasila Student Profile Strengthening Project (P5), which can be seen in Figure 3. P5 is an educational initiative that aims to strengthen Pancasila values in student profiles, so that they can develop into individuals with high character and integrity. In this material, participants will learn the basic concepts of P5, its objectives, and how Pancasila values can be applied in the curriculum and daily learning activities. This understanding is very important to ensure that all elements of education contribute to the formation of student character in accordance with the vision of Pancasila.

Next, in Figure 4, it shows that participants are trained to utilize digital resources in learning. Digital resources such as educational software, mobile applications, and online learning platforms have great potential to improve the quality of education. In this session, participants will be introduced to various digital tools that can be used to design teaching materials, manage classes, and conduct evaluations. They will also gain insight into how to choose the right digital resources according to their needs and learning objectives.



Fig. 4. Utilization of Digital Resources in Learning

The next material discusses the use of digital resources in order to achieve P5. In this context, digital resources are not only used to support the learning process, but also to strengthen the implementation of P5. Participants will learn how to integrate technology into activities related to Pancasila, such as creating teaching modules that prioritize national values and character. This approach is expected to make teaching materials more interesting and relevant to students, as well

as making it easier for them to understand and internalize Pancasila values.

The training also includes the introduction and preparation of teaching materials that utilize digital resources in order to achieve P5. Participants will be given guidance on how to design effective teaching materials using digital technology. They will learn techniques for preparing materials that are not only informative but also interactive and fun. In addition, participants will be taught how to assess the quality of digital teaching materials and make necessary adjustments to ensure that the teaching materials can meet the learning objectives that have been set.

The next activity is mentoring in preparing teaching materials. During this stage, participants will receive direct support from the community service team to develop their own teaching materials. This mentoring involves individual or group guidance sessions where participants can consult on the design of their teaching materials, get feedback, and make revisions based on the suggestions given. The purpose of this mentoring is to help participants produce high-quality teaching materials that are in accordance with the P5 standards.

After the teaching materials have been prepared, the activity continues with a presentation. In this session, participants will present the teaching materials they have created to the entire team and fellow participants. This presentation provides an opportunity for participants to show the results of their work and share experiences and challenges faced during the preparation process. Assessment and feedback from the community service team and fellow participants will be very useful for improving the quality of the teaching materials that have been prepared.

Next, a review of the teaching materials that have been presented is carried out. The community service team together with participants will conduct an in-depth review of the teaching materials, evaluate their effectiveness in supporting the achievement of P5, and provide recommendations for improvement. This review aims to ensure that the teaching materials produced not only meet quality standards but are also relevant and useful for the learning process.

The last activity is a teaching materials clinic. In this clinic session, participants can ask for further assistance to improve their teaching materials based on the results of the review. This clinic provides an opportunity for participants to receive intensive guidance on certain aspects of the teaching materials that may still need improvement. This mentoring focuses on practical solutions and techniques to overcome problems found during the review process.

With this series of activities, it is hoped that participants will not only gain skills in using digital resources but will also be able to implement the Pancasila Student Profile Strengthening Project effectively. The entire process, from training to clinic, is designed to ensure that partners have the skills and knowledge needed to improve the quality of education and prepare students with strong character and deep Pancasila values.

3.3 Reflection

After the workshop, the community service team conducted a reflection session aimed at evaluating the implementation and experiences gained during the activity. In this process, the team

distributed a response questionnaire to community service partners to obtain comprehensive feedback on various aspects of the activity. The questionnaire was designed to measure satisfaction, effectiveness, and impact of the activity through questions using a Likert scale. In this way, the team was able to obtain a measurable and structured view from partners regarding the successes and challenges faced during the implementation of the workshop.

In analyzing the data collected from the response questionnaire, it can be seen that most participants gave a positive assessment of the relevance of the material and the effectiveness of the teaching methods in the community service activity. Most participants rated the material presented with an average score in the good category, indicating that the material was very relevant to their needs and interests. In addition, the effectiveness of the teaching method also scored quite high, with many participants giving an assessment in the good category. This shows that the method used in the activity is considered effective in conveying information and skills.

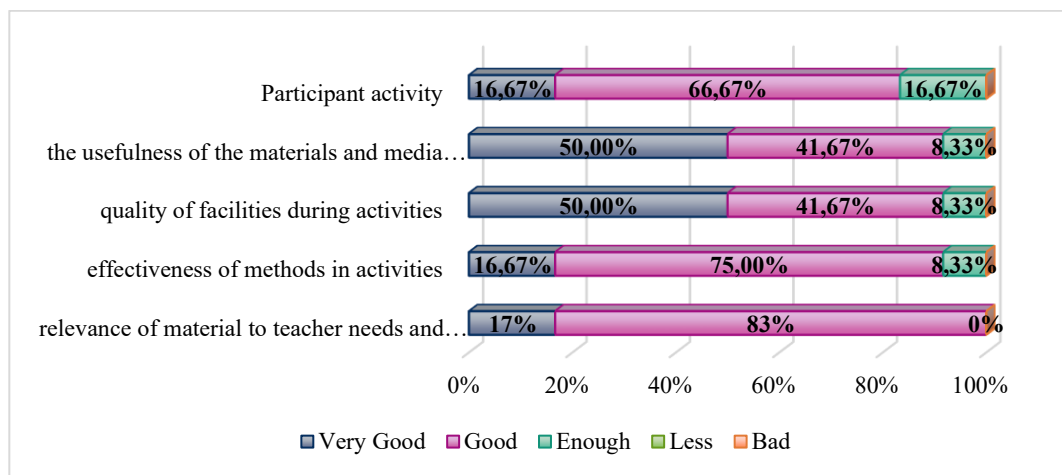


Fig. 5. Reflection Results based on Partner Responses

The quality of facilities provided during the activity received varying scores from participants. Most respondents gave a very good score for the quality of the facilities. This shows that although most participants felt the facilities were adequate, there were some who felt that the facilities might be less than optimal. This needs to be considered in planning the next activity to ensure that the facilities provided meet the standards expected by all participants.

The materials and media provided, such as handouts and presentation slides, also received positive ratings overall. This shows that the materials and aids were useful in supporting their learning. However, there were some participants who gave lower scores on this aspect, indicating that there is room for improvement in the provision and quality of the materials and media used.

The level of participant involvement in this community service activity showed quite a lot of variation. Most participants gave a score in the good category, indicating a good level of involvement. However, some participants gave a lower score, namely sufficient, indicating that they felt less involved in some aspects of the community service activity. This could be an area for

improvement in the future, with greater efforts to increase the participation and involvement of each participant in the activity.

In terms of the best aspects of the activity, participant answers varied, with some participants highlighting the ease of applying the material learned. Other participants, for example, noted that learning about the use of more sophisticated technology was the best aspect of the activity. This suggests that different participants had different experiences and values from the activity, reflecting the diversity of goals and benefits gained from the service activity. Overall, the data analysis suggests that the service activity achieved many of its intended goals, with relevant materials, effective teaching methods, and generally adequate facilities. However, there were some areas that needed further attention, such as improving facilities and efforts to increase participant engagement. The feedback provided by participants will be an important basis for improving and developing future service activities.

4 Conclusion

Overall, the Digital Resources Utilization Workshop for Achieving P5 (Pancasila Student Profile Strengthening Project) went smoothly. The reflection results showed that this community service activity was considered very good by most participants in terms of the relevance of the material, the effectiveness of the method, and the quality of the facilities provided. Most participants felt that the material presented was very appropriate to their needs and interests, and they also considered that the teaching methods used were effective in conveying information. The quality of the facilities provided during the activity, such as space and equipment, was considered quite good by the majority of participants.

The materials and media provided during the activity received positive feedback from most participants, who felt that the materials were useful and supported their learning process. However, the level of participant engagement in the activity varied, with some feeling very engaged, while others felt less engaged. Despite some differences in the level of participant engagement, there were no significant negative feedback on other aspects of the activity. Overall, the activity met participants' expectations in terms of the relevance of the materials and the quality of the teaching, although there is room for improvement in increasing participant engagement.

Acknowledgement.

The author would like to thank the Directorate of Research, Technology, and Community Service of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia for providing funding assistance for the implementation of this community service in the 2024 Fiscal Year.

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