Implementation of the Independent Curriculum through the Project for Strengthening the Pancasila Student Profile among FKIP PBSI Students at Al Washliyah Muslim Nusantara University, Medan

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ABSTRACT

With the help of the Project for Strengthening the Profile of Pancasila (P5) Students Based on Character Education for FKIP PBSI Students at Universitas Muslim Nusantara Al Washliyah Medan, the purpose of this research is to put into practice the Independent Curriculum. While keeping in mind that the P5 autonomous curricular program has to be modified in order to promote the formation of students' characters. As a way of reaching the Pancasila student profile, the project to enhance the Pancasila student profile offers students with the chance to "experience knowledge" as a process of improving character. Additionally, the project gives students the opportunity to learn from the environment that they are surrounded by. The research technique that was utilized in this study was a quantitative descriptive approach, and the research design that was utilized was a one group pre-test post-test design. PBSI students who were enrolled in the Indonesian Literature Language Education Study Program, FKIP, at Al Washliyah Muslim Nusantara University served as both the population and the sample over the course of this study. The sample for this study consisted of thirty students who were enrolled in the same class throughout the third semester of the academic year. An initial test was performed initially, which was done before the first cycle was carried out. We received a result assessment percentage (PPH) of 66.7%, which is equivalent to an average score of 66.7, which was acquired in the original exam. Performing the action in two cycles is the next step that has to be taken. The average result (PPH) for cycle 1 was 72.3%, which was greater than the initial result at the beginning of the test. On the other hand, it has not yet accomplished the goal of putting class actions into effect. To improve one's learning, it is necessary to engage in reflection in order to take subsequent action. After then, cycle II was carried on with an average value (PPH) percentage of 80.2%. The publication of chapters or proceedings in national or international publications is the intended outcome of this study. On the basis of the findings of this research, it is anticipated that it will serve as a source of knowledge and input for instructors and students, as well as for the academic community and all other parties, so that they may make effective use of learning media that is both economical and efficient in order to accomplish their educational objectives.

Keywords: Project for Strengthening, Pancasila, Student Profiles

1. INTRODUCTION

The act of learning is a process that not only comprises the transmission of information from instructors to pupils, but also includes a variety of tasks and actions that must be carried out. This is done to produce better learning. However, it is still common to find teachers who use conventional learning with students because it is considered the easiest for teachers. This kind of learning requires more teacher activity than students. Because teachers are more active, students become passive. So, it is possible that students who are not active will have more difficulty understanding the material presented by the teacher. For this reason, teachers and students must interact with each other to create active learning. In the independent curriculum, it is required to changing the learning approach from teacher centered to student centered and implementing P5 based on character education [1].

According to the Ministry of Education and Culture No.56/M/2022, the project to strengthen the Pancasila student profile is a project-based extracurricular activity that is designed to strengthen efforts to achieve competency and character in accordance with the Pancasila student profile, which is prepared based on Graduate Competency Standards [2]. This information is based on the fact that the project is designed to strengthen efforts to achieve these goals. The execution of the project to increase the profile of Pancasila students is carried out in a flexible manner with regard to the content, activities, and implementation time. In contrast to the activities that take place within the classroom, the initiative that aims to improve the Pancasila student profile is planned independently. The aims, content, and learning activities of the project do not have to be related to the objectives and material of extracurricular classes. This is not required. In order to improve the profile of Pancasila students, educational institutions may choose to incorporate members of the community and/or the working world in the process of designing and implementing initiatives. In order to improve the Pancasila student profile, the initiative adheres to the following principles: 1) holistic; 2) contextual; 3) learner-centered; and 4) exploratory educational practices.

As a way of reaching the Pancasila student profile, the project to enhance the Pancasila student profile offers students with the chance to "experience knowledge" as a process of improving character. Additionally, the project gives students the opportunity to learn from the environment that they are surrounded by. Through participation in this profile project activity, students are given the opportunity to investigate significant topics or problems, such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic life. This is done with the goal of empowering students to take genuine action in response to these problems, taking into account their current learning stages and requirements.

The implementation of project-based learning within the context of topic activities (intracurricular) can be continued by teachers. Intracurricular project-based learning has the objective of achieving Learning Achievements (CP), whereas the project to improve the Pancasila student profile has the objective of achieving Pancasila student profile competencies.

So, this is also required of students of the Indonesian Language and Literature Education study program at Muslim Nusantara University, so that they can apply P5 in learning activities when implementing PPL and when teaching. Students must be able to understand curriculum subjects in the development of the applicable curriculum. This is so that there are no mistakes in its application in teaching.

The author makes an effort to provide a method of applying the autonomous curriculum by means of a project that aims to develop the Pancasila student profile (P5) based on character education for students attending FKIP PBSI Al Washliyah Muslim University Medan. The Pancasila Student Profile Strengthening Project (P5) is one of the steps that is taken to realize the Pancasila Student Profile. This project involves cross-disciplinary learning in the form of observing and thinking about solutions to problems in the surrounding environment. The goal of this project is to strengthen various competencies that are included in the Pancasila Student Profile.

The aims, content, and learning activities of the project do not have to be related to the objectives and material of extracurricular classes. This is not required. In order to improve the profile of Pancasila students, educational institutions may choose to incorporate members of the community and/or the working world in the process of designing and implementing initiatives. The P5 competency takes into consideration a number of elements that have the potential to have an impact,

including both internal and external forces. An example of an internal factor to pay attention to is ideology, while an example of an external factor is the challenges in the digital era. P5 seeks to make students the nation's superior and productive successors. and can participate in sustainable global development.

The P5 Implementation Process isa breakthrough that allows students to be more competent in understanding curriculum developments. The main aim of this research is to research and implement P5 in the independent curriculum.

2. LITERATURE REVIEW

2.1 Understanding P5 in the Independent Curriculum

The P5 project in the Merdeka Curriculum is a cross-disciplinary project that is contextual and based on community needs and problem-based in the school environment. This is according to the Development Guide for the Strengthening Pancasila Student Profile Project, which was developed by the Educational Standards, Curriculum and Assessment Agency (BSKAP) of the Ministry of Education and Culture [3].

Prior to the introduction of P5, Ki Hajar Dewantara had highlighted the significance of providing pupils with opportunities to study outside of the classroom. The project that is currently being undertaken to strengthen the profile of Pancasila students has the following objectives: to encourage students to become lifelong learners who are competent, have character, and behave in accordance with Pancasila values; to provide opportunities for students to experience knowledge while strengthening character and learning from the environment around them; and to inspire students to contribute to the environment around them.

Through the culture of the educational unit, intracurricular learning, projects to strengthen the Pancasila student profile (co-curricular learning), and extracurricular activities, the Pancasila student profile is a character and ability that is built in everyday life and is brought to life in each individual student throughout the course of their education [4]. The Pancasila Student Profile has 6 main dimensions including:

1) Have faith, be devoted to God Almighty, and have noble character
2) Global diversity
3) Work together
4) Independent
5) Critical reasoning
6) Creative

The Pancasila Student Profile Strengthening Project (P5) is one of the steps that is taken to realize the Pancasila Student Profile. This project involves cross-disciplinary learning in the form of observing and thinking about solutions to problems in the surrounding environment. The goal of this project is to strengthen various competencies that are included in the Pancasila Student Profile.

A project is a collection of things that are done in order to accomplish a certain objective by investigating a difficult subject. The purpose of projects is to provide

students with the opportunity to conduct research, find solutions to issues, and make judgments. Learners are guided through the process of producing items and/or activities within a predetermined time frame. The Pancasila Student Profile Strengthening Project (P5) is a project-based extracurricular activity that is designed to strengthen efforts to achieve competency and character in accordance with the Pancasila Student Profile, which is prepared based on Graduate Competency Standards (SKL). This project is based on decree No. 56/M/2022 issued by the Ministry of Education and Culture. The implementation of the Strengthening Pancasila Student Profile Project is carried out in a flexible manner with regard to the content, activities, and implementation time. The project is planned independently from the activities that take place within the classroom. The aims, content, and learning activities of the project do not have to be related to the objectives and material of extracurricular classes. This is not required. In order to improve the profile of Pancasila students, educational institutions may choose to incorporate members of the community and/or the working world in the process of designing and implementing initiatives.

Competency P5 pays attention to several factors that can have an influence, both internal and external factors. An example of an internal factor to pay attention to is ideology, while an example of an external factor is the challenges in the digital era. P5 seeks to make students the nation's superior and productive successors. and can participate in sustainable global development. The vision of Indonesian education is to create an advanced Indonesia that is sovereign, independent and has personality through the creation of Pancasila students. Meanwhile, the Pancasila Student Profile supports this vision by making Indonesian students lifelong learners who are competent, have character and behave in accordance with Pancasila values.

2.2 Objective P5 Independent Curriculum

It is not without reason that P5 is included in the Independent Curriculum. The aim of P5 Merdeka Curriculum is to assist teachers in growing capacity and building students' noble character as embodied in the Pancasila Student Profile in the learning process [3].

Find answers to many questions about students with the competencies expected by the Indonesian education system. For educational units, P5 can help develop project modules according to students' learning needs, modify or use project modules provided according to regional characteristics, educational units and students.

2.3 Benefits of P5 Independent Curriculum

P5 as a whole has benefits for students, educators and educational units. Quoting the page of the Directorate General of Middle Schools, Ministry of Education and Culture, here are the benefits:

a. Benefits of P5 for Students
   1. Consolidate your moral fiber and cultivate the skills necessary to become an engaged global citizen. You should actively and regularly participate in the planning of learning.
   2. Put in the effort to acquire the information, abilities, and mindsets necessary to work on assignments within a specific time frame

3. put your problem-solving abilities to the test in a number of different learning scenarios.
4. As a type of learning result, exhibit responsibility and care for situations that are occurring in their immediate environment.
5. Have an appreciation for the process of learning, and be proud of the achievements that have been produced to the highest possible standard.

b. Benefits of P5 for Educators
1. Creating an environment in which students may hone their skills and improve their character and profile in accordance with the Pancasila framework.
2. Establish a distinct end objective for the project learning process and plan it accordingly.
3. Acquire the skills necessary to become an educator who is willing to work together with teachers in other curriculum areas in order to improve the results of learning.

c. Benefits of P5 for Educational Units
1. Making the educational unit an ecosystem that is open to community participation and involvement.
2. Making educational units into learning organizations that contribute to the environment and surrounding communities.

2.4 *Principle P5 Independent Curriculum*

In implementing P5 Independent Curriculum, there are four important principles. The explanation is as follows:

1. Holistic

   Holistic means seeing something as a whole and whole and not partial or separate. In P5, this holistic way of thinking is useful in examining a theme as a whole and looking at issues in more depth.

2. Contextual

   This contextual principle encourages teachers and students to use the surrounding environment and the reality of daily life as the main material for learning. With this principle, students are expected to be able to explore various things outside the scope of the education unit.

3. Focusing on Students

   It is believed that this concept would inspire students to become learning subjects who actively control their own learning process autonomously. This principle is student-centered, which implies that it is oriented on the student in connection to the learning scheme.

4. Explorative

   The spirit of setting up a large space for the process of inquiry and self-development is connected to the exploratory spirit. The Pancasila Student Profile Strengthening Project does not fall under the purview of an intracurricular framework that is connected to a variety of official topic arrangement schemes.

3. METHODS

3.1 Needs Analysis

The method used in this research is a quantitative descriptive method, with action research and the research design used is a classroom action research design.

3.2 Population and Sample

The population of this study were students in the 3A semester of PBSI UMN AW. In this study, the population was 30 students. The sample in this study was 30 semester 3A students of FKIP PBSI UMN Al Washliyah TP 2023-2024.

3.3 Method of Collecting Data

This research is action research and the research design used is a classroom action research design. The following is a model for classroom action research that will be used as a cycle in research.

1) Planning

   The action plan is the beginning of the actions that will be implemented. Action plans must consider risks in implementing corrective actions. The risks that must be considered are time and cost.

2) Action

   Implementing actions is a method used to improve learning outcomes. In this case, the implementation of the action is carried out by applying P5 in learning activities.

3) Observation

   Observation looks at activities that occur during teaching and learning activities. By conducting observations you can find out the condition of students and teachers in teaching and learning activities. The results of observations in cycle I can be used as material for consideration to improve student learning by taking corrective action in cycle II.

4) Reflection

   Reflection is the activity of repeating teaching and learning activities after observing. Reflection is carried out in accordance with the circumstances recorded in the observation. Through reflection, learning improvements can be made based on the results of observations made.

3.4 Data Analysis Technique

After the test is carried out, it is then corrected, studied and reviewed to classify, direct and organize student answers. Data analysis in research by systematically organizing test result data, observations and actions as field notes from the answers given by students will obtain the level of achievement of learning outcomes. To find out, researchers checked student answers through student giving. To find out the percentage of student ability, the formula is used:

$PPH = \frac{B}{N} \times 100\%$ (Nurkancana, 1986:80)

Information   PPH   : Percentage of Results Assessment
B   : Score Obtained
N   : Total Score
Criteria
$0\% \leq PPH \leq 69\%$ of students have not completed their studies
$70\% \leq PPH \leq 100\%$ of students have completed their studies

From the description above it can be seen students who have not finished studying and those who have finished studying individually. Next, it can be seen whether classical learning completeness has been achieved by looking at the percentage. Students who have studied can be formulated as follows:

$$PKK = \frac{Banyak\ siswa\ yang\ PPH \geq 70\%}{Banyak\ subjek\ penelitian} X\ 100\%$$

Information:

PKK   : Classical Completion Percentage.

4. RESULTS AND DISCUSSION

The data that describes this isImplementationMerdeka Curriculum ThroughProject for Strengthening Pancasila Student Profiles(P5) Based on Character Education for FKIP PBSI Al Washliyah Muslim University Medan Students. The research was conducted using Classroom Action Research (PTK) which used certain actions in two cycles (cycle 1 and cycle 2). However, before carrying out cycle 1 and cycle 2, the researcher first carried out an initial test (pretest).

After carrying out an initial test on semester 3A PBSI UMNAW students, it turned out that the students' ability to understand the material showed that 46.7% were capable (successful) with a score of A of 0 students and B of 14 students. Meanwhile, there were 15 students with a C grade and 1 student with a D grade or 50%. The average class score is 66.9% with a grade of C (fair). This shows that the level of student ability in understanding the material is still relatively low.

Table 4.1 Success Rate for Each Aspect of Comprehension Assessment Material by PBSI semester 3A students in the Preliminary Test

No	Assessment Aspects	Successful (Grades A and B)		Unsuccessful (Grades C and D)	
		The number of students	(%)	The number of students	(%)
1.	Completeness of contents	19	63.3%	11	36.7%
2.	Accuracy of answers	17	56.7%	13	43.3%
3.	Appropriate use of language	24	80%	6	20%

The results of the initial test on material ability by PBSI UMN AW semester 3A students, namely the average ability in understanding the material with complete content, there were 63.3% who obtained qualification A, there were 0 students and qualification B, there were 19 students, who were able to understand the material with completeness. fill in well. Meanwhile, there were 11 students (36.7%) who were not able to understand the material well, all of whom received qualification C. For accuracy of answers, there were 17 students (56.7%) who were able to understand the material correctly, all of whom received qualification B. Meanwhile, there were 13 students who were less well off (43.3%), with 12 students with C qualifications and 1 student with D qualifications. Aspects of suitability for language use: 24 students (80%) with qualification A, 0 students and qualification B, 24 students, have succeeded in adapting language use well. There are 6 students with C qualifications (20%) who have not succeeded in adapting to the use of language well.

In accordance with the results of the initial tests that have been carried out, action is given to implement P5 in learning curriculum subjects by semester 3A students of PBSI Al Washliyah Muslim Nusantara University TP 2023-2024, namely in cycle I.

4.1 Analysis of The Results of Cycle I Actions

The results of the analysis of data collection in cycle I which was carried out through learning outcomes tests will be presented below:

Table 4.2 Success Rate for Each Assessment Aspect Understanding Curriculum Material in Cycle I

No	Assessment Aspects	Successful (Grades A and B)	Unsuccessful (Grades C and D)

		The number of students	(%)	The number of students	(%)
1.	Completeness of contents	26	86.7%	4	13.3%
2.	Accuracy of answers	21	70%	9	30%
3.	Appropriate use of language	28	93.3%	2	6.6%

The results of the first cycle test on the ability to understand the material by semester 3A PBSI UMNAW students, namely the average ability to understand the material well, there were 26 students (86.7%) who obtained qualification A, there were 0 students and qualification B, there were 26 students, they were able to understand material well. Meanwhile, there were 4 students (13.3%) who were not able to understand the material well, all of whom received qualification C. For the aspect of accuracy of answers, there were 21 students (70%) who were able to understand the material with accuracy of answers, all of whom received qualification B. Meanwhile, students who were less able to understand the material with accuracy of answers were 9 students (30%) who in total got qualification C. Aspects of appropriateness of language use were 28 students (93.3%) with qualification A there were 4 students and qualification B there were 24 students, they were successful. explains the appropriateness of using language well. There were 2 students with C qualifications (6.6%) who had not succeeded in explaining the appropriateness of language use well.

From the explanation above, it can be seen that the average gain in the ability to understand the material by PBSI UMNAW semester 3A students is 72.7. To achieve better learning outcomes, learning improvements will be carried out in cycle II, by improving learning to understand the material, especially in the aspects of completeness of content and appropriateness of language use, namely holding discussions accompanied by the lecturer. The following are the results of increasing understanding of the material in cycle I:

Table 4.3 Improvement in Student Learning Outcomes Semester 3A PBSI Al Washliyah Muslim Nusantara University in Cycle I

Serial number	Initial Test	Cycle I Test	Enhancement
1	83.3	58.3	25
2	50	58.3	8.3
3	58.3	75	16.7
4	75	75	0
5	58.3	75	16.7
6	75	75	0
7	50	75	25
8	75	75	0
9	75	75	0
10	75	66.7	8.3
11	58.3	66.7	8.4
12	50	83.3	33.3
13	75	83.3	8.3
14	66.7	75	8.3
15	66.7	66.7	0
16	50	58.3	8.3
17	75	75	0
18	75	83.3	8.3
19	66.7	75	8.3
20	66.7	75	8.3
21	75	83.3	8.3
22	83.3	75	8.3

23	66.7	75	8.3
24	75	75	0
25	75	66.7	8.3
26	58.3	66.7	8.4
27	41.7	66.7	25
28	75	66.7	8.3
29	66.7	83.3	16.6
30	66.7	75	8.3
Amount	**2008,4**	**2183.3**	**174.9**
Average	**66.9**	**72.7**	**5.8**

Based on the research results in the table above, the average increase for 30 students was 5.8. This increase can be seen from the students' learning activities during the teaching and learning process. Thus, implementing P5 helps improve the ability to understand Curriculum material by Semester 3A PBSI Muslim Nusantara University Al Washliyah TP 2023-2024.

The implementation of cycle I actions resulted in test scores increasing from the initial test, although still far from the target, at least this shows that implementing P5 as an effort to increase material learning during the pandemic can increase students' ability to understand the material by around 5.8%, i.e. on average. -average 72.7%. The results of cycle I have not reached the completeness that it should be, namely 80. For this reason, efforts are needed to improve the teaching and learning process, especially aspects of completeness of content and appropriateness of language use in cycle II. The action that will be taken is to provide assistance to students during the curriculum material.

4.2 Analysis of Cycle II Action Results

Table 4.4 Success Rate for Each Assessment AspectUnderstanding Curriculum Material in Cycle II

No	Assessment Aspects	Successful (Grades A and B)		Unsuccessful (Grades C and D)	
		The number of students	(%)	The number of students	(%)
1.	Completeness of contents	29	96.7%	1	3.3%
2.	Accuracy of answers	30	100%	0	0%
3.	Appropriate use of language	30	100%	0	0%

Based on this explanation, it can be concluded that the average score for the ability to understand curriculum material by PBSI UMNAW semester 3A students in cycle II was 81.3.

Table 4.5 Improvement in Student Learning Outcomes Semester 3A PBSI Al Washliyah Muslim Nusantara University in Cycle II

Serial number	Initial Test	Cycle II Test	Enhancement
1	83.3	75	8.3
2	50	75	25
3	58.3	83.3	25
4	75	83.3	8.3
5	58.3	75	16.7
6	75	83.3	8.3
7	50	83.3	33.3
8	75	83.3	8.3
9	75	83.3	8.3
10	75	75	0
11	58.3	83.3	25
12	50	91.7	41.7

13	75	83.3	8.3
14	66.7	75	8.3
15	66.7	83.3	16.6
16	50	66.7	16.7
17	75	83.3	8.3
18	75	83.3	8.3
19	66.7	75	8.3
20	66.7	83.3	16.6
21	75	91.7	16.7
22	83.3	91.7	8.4
23	66.7	75	8.3
24	75	83.3	8.3
25	75	83.3	8.3
26	58.3	83.3	25
27	41.7	83.3	41.6
28	75	75	0
29	66.7	83.3	16.6
30	66.7	83.3	16.6
Amount	**2008,4**	**2441.2**	**432.8**
Average	**66.9**	**81.3**	**14.4**

Based on the research results in the table above, an average increase of 14.4% was obtained for 30 students. This increase can be seen from student learning activities during the teaching and learning process. Thus, implementing P5 helps improve the ability to understand the material by semester 3A students of PBSI UMNAW TP2022-2023.

Based on the process and results of learning material in the 2nd cycle, learning outcomes can be stated by implementing P5. This can be seen from the average score of 2441.2 or PPH of 81.3%. Thus, the average score obtained in cycle II was in the good category. In addition, based on the Percentage of Classical Completeness (PKK), 93.7% of students achieved a result assessment percentage of ≤70%. This means that classical learning completeness has been achieved.

CONCLUSION

Based on the data presentation and discussion, it can be concluded that implementing P5 in learning curriculum subjects can improve student learning outcomes. This can be seen from the significant increase in student learning outcomes in understanding the material, the following will be explained one by one:

1. Students' ability to understand writing story texts in the initial test was relatively low, this can be seen from the overall student average of 66.9%.
2. Learning in cycle I uses the storytelling method with the Classroom Action Research (PTK) flow. It is proven that learning outcomes have increased by an average of 72.7%. Then learning was carried out in cycle II with an average of 81.3%.
3. The increase in student learning outcomes after being given learning improvements twice (two cycles) in total was 14.4.

SUGGESTION

There are several suggestions that researchers can convey regarding the implementation of P5 in learning curriculum subjects which can be taken into consideration for improving the learning process, as follows.

1. For lecturers, creativity in the learning process can be further enhanced, especially lecturers in the field of Indonesian language studies should use P5 in learning that is

appropriate to the material being taught, especially in learning to understand curriculum material, for example by applying P5 which can develop ideas to increase creativity and does not require expensive costs. and easier and more practical.

2. Other authors can also carry out similar research related to the application of P5 in learning other subjects.

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