



## Analysis of the Implementation of the Independent Curriculum Project (P5) at SMK Negeri 1 Gelumbang

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### Abstrak

Projek penguatan profil pelajar pancasila merupakan salah satu wujud implementasi dari era pendidikan saat ini. Tujuan penelitian ini adalah untuk mendeskripsikan keterlaksanaan projek penguatan profil pelajar pancasila pada tema kearifan lokal kelas X di SMK Negeri 1 Gelumbang Kabupaten Muara Enim. Selain itu, kendala yang terjadi ketika keterlaksanaan projek penguatan profil pelajar pancasila pada tema kearifan lokal kelas X di SMK Negeri 1 Gelumbang Kabupaten Muara Enim. Dan solusi yang dilakukan dalam mengatasi kendala keterlaksanaan projek penguatan profil pelajar pancasila pada tema (kearifan lokal) Kelas X di SMK Negeri 1 Gelumbang Kabupaten Muara Enim. Penelitian ini menggunakan metode penelitian tindakan kelas dengan model deskriptif kualitatif yang ditujukan untuk mendeskripsikan dan menggambarkan fenomena-fenomena yang ada, baik alamiah maupun rekayasa manusia, yang lebih memperhatikan mengenai karakteristik, kualitas, keterkaitan antar kegiatan. Sampel pada penelitian ini merupakan seluruh siswa kelas X dengan jumlah 32. Berdasarkan hasil penelitian, maka dapat disimpulkan bahwa analisis keterlaksanaan projek penguatan profil pelajar pancasila (P5) di SMK Negeri 1 Gelumbang Kabupaten Muara Enim berjalan sesuai dengan target pencapaian projek yaitu siswa memiliki kesadaran tinggi tentang pentingnya mengenal lagu-lagu daerah dan gerakan tari bagi kesehatan jiwa dan raga, siswa juga dapat memanfaatkannya untuk menumbuhkan kreatifitas dan bernalar kritis.

**Kata Kunci:** Analisis, P5, Pembelajaran, Siswa.

### Abstract

*The project of strengthening the profile of Pancasila students is one form of implementation of the current era of education. The purpose of this study is to describe the implementation of the project to strengthen the profile of Pancasila students on the theme of class X local wisdom at SMK Negeri 1 Gelumbang, Muara Enim Regency. In addition, obstacles occurred when the implementation of the project to strengthen the profile of Pancasila students on the theme of class X local wisdom at SMK Negeri 1 Gelumbang, Muara Enim Regency. And the solution carried out in overcoming the obstacles in the implementation of the project of strengthening the profile of Pancasila students on the theme (local wisdom) Class X at SMK Negeri 1 Gelumbang, Muara Enim Regency. This study uses classroom action research methods with qualitative descriptive models aimed at describing and describing existing phenomena, both natural and human engineering, which pay more attention to the characteristics, quality, relationships between activities. The sample in this study was all class X students with a total of 32. Based on the results of the study, it can be concluded that the analysis of the implementation of the Pancasila (P5) student profile strengthening project at SMK Negeri 1 Gelumbang, Muara Enim Regency runs in accordance with the project achievement target, namely students have high awareness of the importance of recognizing regional songs and dance movements for mental and physical health, students can also use it to grow creativity and critical reasoning.*

**Keywords:** Analysis, P5, Learning, Student.

### Introduction

Education is a right that must be obtained by a citizen. Education is a process of activity that is very broad in

scope, which can be done anywhere and anytime in the form of effort made by humans to develop their potential towards better change [1]. Potential development

can be pursued in education units from an early age at the elementary school level through habituation of character cultivation in accordance with Pancasila values in any activity [2]. It can be seen that currently the world of education is experiencing changes in components in it following the times that continue to progress. Including the curriculum, it is always undergoing changes and improvements [3].

Curriculum is a form of program that has been prepared as a reference containing learning plans, content and objectives and materials that will be implemented to achieve an educational goal [4]. Recently, the Ministry of Education and Culture has determined a new policy, namely the independent curriculum which is an improvement of the 2013 curriculum [5]. In its application, this curriculum has student-centered learning practices and the Pancasila student profile as the foundation in the stage of developing content standards, process standards, learning outcomes and assessment or assessment standards in face-to-face intracurricular activities in the classroom and cocurricular activities of the Pancasila student profile strengthening project [6].

Some of the distinguishing things in the Independent Curriculum, can be seen in the learning process, in the previous curriculum the SMK level used a thematic approach with learning interrelated between learning with each other [7]. The allocation of learning hours in the independent curriculum is set per year, namely this policy is made to make it easier for educational units to regulate themselves [8]. Around 20%-30% of the available lesson hours are used to strengthen the character profile of Pancasila students through project-based learning. Furthermore, for the SMK grade X level in the 2013 curriculum, science and

social studies learning are applied separately, this time combined into one in the form of Social Natural Sciences (IPAS) learning [9]. In improving learning remains competency-based that must be achieved by students, but in the previous curriculum referred to as Core Competencies (IC) and Basic Competencies (KD) for now stipulated in regulations with Learning Outcomes (CP) which include knowledge, skills, and attitudes [10].

Regulation of the Minister of Education and Culture Number 22 of 2020 has a Vision and Mission in the Pancasila Student Profile program concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024 [11]. The center of excellence school program supports the vision of Indonesian education, which is to realize an advanced, sovereign, independent, and personable Indonesia through the creation of pancasila students [12]. The Pancasila student profile is a form of manifestation of long life learning that not only emphasizes cognitive abilities but also has global competition, competent, character, and behaves according to Pancasila values [13]. The 6 dimensions of the Pancasila Student Profile include: Faith, fear of God Almighty and Noble Morals, Global Diversity, Mutual Cooperation, Independence, Critical Reasoning, and Creative. In developing a character, one of them is through the Pancasila Student Profile Strengthening Project which will be carried out [14].

Project is a series of activities carried out to achieve learning objectives with time limits that have been arranged to produce a certain product through a theme that has been chosen by determining a challenging and sustainable topic [15]. The implementation of the character value of the Pancasila student profile in project-based learning aims to develop students' soft skills, as well as provide opportunities for students to learn from the surrounding

environment through experiential learning [16]. According to [17] explained that there are themes for the project to be carried out, 8 themes at the Vocational High School (SMK) level include: (1) Sustainable Lifestyle, (2) Local Wisdom, (3) Bhineka Tunggal Ika, (4) Build Body and Soul, (5) Voice of Democracy, (6) Engineering and Technology, (7) Entrepreneurship and (8) Work. Of the 8 themes above poured into class X learning, namely: (1) Sustainable Lifestyle, (2) Local Wisdom, (3) Work. As for class XI, the themes outlined in learning are: (1) Entrepreneurship (2) Work. And for class XII the theme poured is only Work.

Based on preliminary observations made by researchers at SMK Negeri 1 Gelumbang, Muara Enim Regency, the school has become a Center of Excellence school using the Independent Curriculum and making the Pancasila Student Profile as a foundation for developing character values. I started this research by asking for research on the Principal Mr. Burhanudin, S.P., M.Si, an interview with the P5 Facilitator teacher Mrs. Yulia Widiastuti, S.Pd. and an interview with the P5 teacher Mrs. Komariah, S.Pd. as a grade X teacher with the results, the resource person said that this school has become a center of excellence school and implemented the Pancasila Student Profile program since July of the new academic year 2021/2022. It is also explained that the implementation period is still gradually, namely the application to class X through limited face-to-face learning (PTMT) or Blended Learning. In an effort to implement the 6 dimensions of the Pancasila Student Profile, the school strives to bring up all dimensions of the Pancasila Student Profile in academic and non-academic activities. In the learning process, teachers integrate the Pancasila Student Profile in all subjects taught, one of which is project-based

#### **Method**

learning. The vision, mission and objectives prepared in the Education Unit Operational Curriculum (KOSP) document underlie the implementation of the Pancasila student profile at SMK Negeri 1 Gelumbang, Muara Enim Regency with the school's vision: "to become a community service center to prepare a superior generation, character, business spirit, environmental insight and global competitiveness." As well as the mission: preparing graduates with faith, devotion to God Almighty, noble character, global celebrity, mutual assistance, independent entrepreneurial spirit, critical reasoning, creative and environmentally sound." This can be realized in project-based learning to strengthen the profile of Pancasila students which is carried out based on the theme (local wisdom) that has been carried out previously in blended learning. And there is another theme that will still be done, namely by implementing 6 Pancasila Student Profiles in order to make students virtuous in accordance with Pancasila values that are superior in intellectual and make the creation of the vision and mission of SMK Negeri 1 Gelumbang, Muara Enim Regency.

Based on the explanation of the background of the problem, the researcher is interested in conducting a research entitled "Analysis of the Implementation of the Project for Strengthening the Profile of Pancasila Students on the Theme (Local Wisdom) Class X at SMK Negeri 1 Gelumbang, Muara Enim Regency" this research is considered important to be carried out because of the problems that the author gets when making observations and initial interviews with the results of declining student character scores such as lack of manners, lying, decreased sense of responsibility, disrespect for each other during.

This study used qualitative descriptive classroom action research

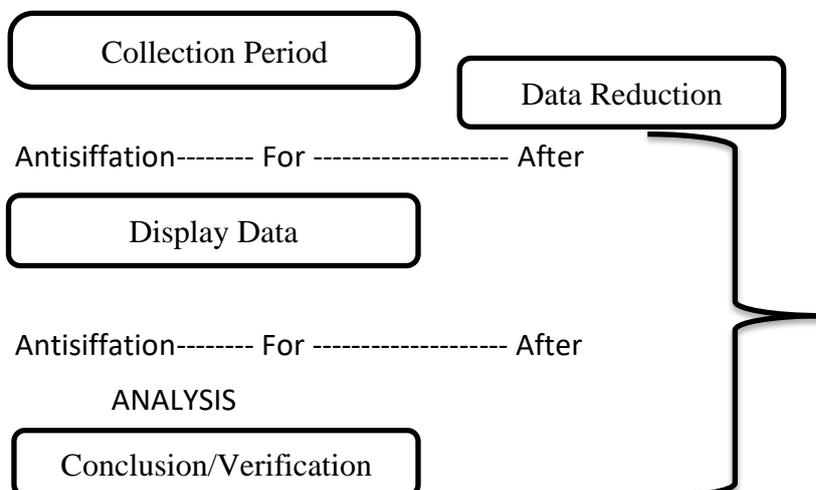
method. Qualitative descriptive research is aimed at describing and describing existing phenomena, both natural and human engineering, which pay more attention to the characteristics, quality, relationships between activities [18]. In addition, descriptive research does not provide treatment, manipulation or change on the variables studied, but describes a condition as it is. The only treatment given is the research itself, which is done through observation, interviews, and documentation.

The subject of this study was a grade X ATN 1 student at SMK Negeri 1 Gelumbang, Muara Enim Regency who was the first informant. Researchers used the Principal of SMK Negeri 1 Gelumbang, P5 facilitators, P5 teachers and class teachers. The research is based on the reason that SMK Negeri 1 Gelumbang, Muara Enim Regency has become a Center of Excellence (PK) School since July of the 2021/2022 academic year. The instruments in this study are observation, interviews, and documentation. In this study, humans are needed as researchers because humans can adjust according to

environmental conditions. Therefore, researchers as instruments must also be "validated" how far researchers are ready to do research which then goes into the field. Validation of researchers as instruments includes validation of understanding qualitative research methods, mastery of insight into the field studied, readiness of researchers to enter the object of research, both academically and logistically.

According to [19] suggests that data analysis in qualitative research is carried out at the time of data collection, and after completion of data collection within a certain period. At the time of the interview, the researcher had already conducted an analysis of the interviewee's answers. If the answers interviewed after analysis are not satisfactory, then the researcher will continue again to a certain stage until data is obtained that is considered credible. In addition, activities in qualitative data analysis are carried out interactively and take place continuously until they are complete, so that the data is saturated. The data analysis steps are shown in the following figure.

Table 1. Data analysis process steps



Antisiffation----- For ----- After

Based on the picture, it can be seen that, after the researcher collects data, the researcher does anticipatory before reducing the data. In addition, it can also be concluded that the steps of data analysis between one another are interconnected with each other. These

steps cannot be separated or done in order. In order to produce good data, researchers in analyzing data must be in accordance with existing steps. Next, the interactive model in the data analysis is shown in the figure below:

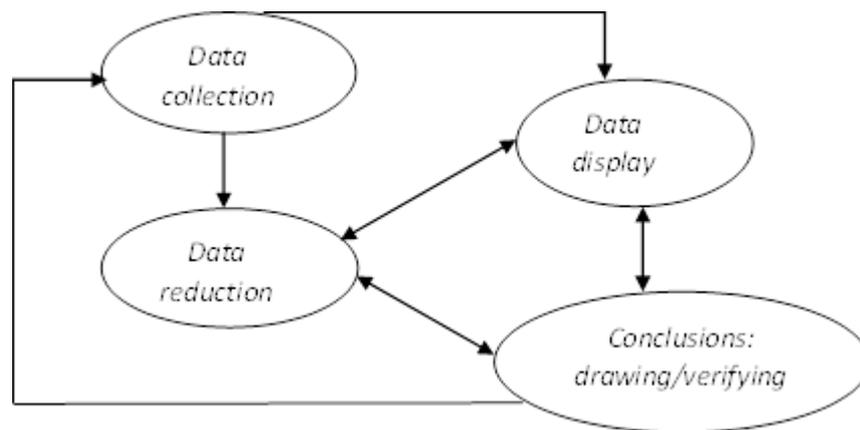


Figure 1. Research process design

Figure 1. shows the steps taken in data analysis according to [20], which are as follows:

- a. Data reduction as a process of selecting, centralizing, attention, simplifying, abstracting, and transforming rough data that emerges from field notes, so that the data provides a clearer picture of observations, interviews, and documentation.
- b. Data Display (data presentation), which is a set of information arranged provides the possibility of drawing conclusions and taking action. In qualitative research the presentation of data is carried out in the form of brief descriptions, charts, tables,

graphs, pictograms, and the like.

- c. Conclusion Drawing or Verification, researchers make conclusions based on data that has been processed through data reduction and display.

## Results and Discussion

### Result

Qualitative descriptive research includes 2 cycles consisting of cycle I and cycle II. Each cycle consists of several stages, namely the stages of planning, action, and observation. In cycle II the stages carried out are improvements to the previous cycle. The results obtained in this study consisted of test data in the form of students' movement skill levels obtained through learning the Pancasila Student Profile Strengthening Project (P5) with the theme of local wisdom with a creation dance project. The results of both

cycles are used so that students are able to understand and recognize folk songs in accordance with the local cultural environment and can function as a form of creativity in creating cultural arts without forgetting local wisdom. Data obtained before and after the action was carried out showed an increase in student learning completeness as indicated by the results of student movement skills.

### Cycle I

The observation stage is carried out carefully, precisely and in detail on all student activities during the learning process. This can be seen from the teacher's steps in accordance with the procedures at the time of learning, and learning goes with the plan applied. The results of observations show that teachers provide direction in accordance with the teaching material, the direction includes the selection of songs and traditional and modern dance movements. The methods that teachers do are demonstrations, commandos, lectures, so students can be more understanding and in control.

### Cycle II

From the observations made at the second meeting, the course of the

learning process has improved compared to the first meeting. The increase occurred in teachers and students. In terms of the implementation of learning going quite well, there are several aspects of the observation results that increase, these aspects can be explained as follows: teachers can condition students with the right formation. In conveying commands firmly and clearly, using language that is easy to understand. Teachers provide motivation to students, especially when students begin to lack enthusiasm in doing dances. The teacher also gives praise when the students do the dance moves well.

Teachers have given evaluations to students both individually and in groups. When there are students who make mistakes, the teacher pauses the learning process and evaluates student mistakes, and provides examples and solutions that should be done. Evaluation of learning as a whole is given at the end of learning and determined by giving conclusions from the learning that has been done.

So that from these results it can be concluded that there are maximum achievement results in the second cycle by being described in the table below.

Table 1. Results of Cycle I Reflection and Cycle II Improvement

| Reflection of Cycle I  | Cycle II Improvement Plan  |
|--|--|
| There are still many students who are wrong in performing traditional and modern dance movements | There needs to be a more in-depth explanation by directing to the right movement |
| Practice opportunities to perform dances are less free   | Increase time for dance practice   |
| Lack of active participation of students in learning   | Fostering student motivation by providing interesting dances                     |

The second meeting in the second cycle is a continuation of the research process carried out by researchers at the

previous meeting. The results of P5 learning observations at the second meeting in the second cycle have slightly

increased, in terms of teacher implementation of learning going well.

At the beginning when the learning process will begin, students can cooperate with other students in preparing learning equipment very well because it looks more compact such as choosing songs, dance movements, creations and learning media tools, it can be seen from students who are more enthusiastic in carrying out teacher orders and when doing dance creations. Students can use learning tools effectively very well and students have done hard and very well.

### Discussion

Qualitative descriptive research includes 2 cycles consisting of cycle I and cycle II. Each cycle consists of several stages, namely the stages of planning, action, and observation. In cycle II the stages carried out are improvements to the previous cycle. The results obtained in this study consisted of test data in the form of students' movement skill levels obtained through learning the Pancasila Student Profile Strengthening Project (P5) Local Wisdom Theme with the Creation Dance Project. The results of both cycles are used so that students are able to understand and recognize folk songs in accordance with the local cultural environment and can function as a form of creativity in creating cultural arts without forgetting local wisdom. Data obtained before and after the action was carried out showed an increase in student learning completeness as indicated by the results of student movement skills.

Based on the research above, it shows that with learning packaging that is adjusted to the abilities of students taught will be able to provide significant changes in improving students' movement skills. This is because today most teachers still apply learning patterns that are not liked by students.

According to [8] the achievement of a skill is influenced by many factors. These factors are divided into three things, namely (1) teaching and learning process factors, (2) personal factors, and situational factors (environment). In line with this opinion, it shows that teaching and learning activities must be created a good atmosphere so that teachers can deliver material easily accepted by students. In addition to being easily accepted by students, teachers must be able to provide material delivery with stages that are easily adjusted to the abilities possessed by students. This is because each student has a different character and skill level so that they must be able to provide learning that is adjusted to classical abilities.

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