Project for Strengthening the Profile of Pancasila Students (P5) Eco Print Creation: The Role of Students of Kampus Mengajar Program Batch 6

Apriyanti Widiansyah[1], Fifit Fitriansyah[2], Phyll Jhann E Gildore[3]

[1]Faculty of Educatiuon, Universitas Bhayangkara Jakarta Raya, Jakarta, Indonesia, [2]Faculty of Communication and Language, Universitas Bina Sarana Informatika, Jakarta, Indonesia, [3]Faculty of Education, University of Mindanao, Davao City, Philippine.

Coressponding Author. E-mail:
1apriyanti.widiansyah@dsn.ubharajaya.ac.id
2fifit.ffy@bsi.ac.id
3phylljhann_gildore@umindanao.edu.ph

Abstract

The Program Kampus Mengajar not only carries out the mission of numeracy literacy, but also contributes to every activity in implementing the independent curriculum, one of which is the the Projek Penguatan Profil Pelajar Pancasila (P5). Through the development of the Pancasila Student Profile which contains the characters and competencies needed to become good world citizens, it needs to be introduced from an early age, at all levels of education. The aim of this research is to see the role of teaching campus students in carrying out P5 activities at SDN Petukangan Selatan 05 in making eco prints using the pounding technique. The research method used is a qualitative approach, namely by describing the conditions of P5 activities descriptively. The results of this research are that P5 activities by making eco prints make students more active, creative and create space for imagination by utilizing the environment around the school. The novelty of this research is that the P5 program is currently happening in the independent curriculum so that the research follows current trends.

Keywords: Roles, Kampus Mengajar, Implementation of P5.

INTRODUCTION

In the last few decades, educators and educational practitioners around the world have begun to realize that learning various things outside the classroom can help students develop better. It can be seen that studying things in everyday life can increase students' sensitivity and concern for the surrounding environment, one of which is marked by technological developments. (Hakim, 2023).

Technology itself is a branch of science that continues to develop. Human curiosity makes technological development seem limitless. Technological developments also affect all areas of life. So that all human needs, be it clothing, food, shelter or even bureaucracy, can be fulfilled and made easier with the help of technology (Nafaridah et al., 2023). However, there are definitions While the term 'technology' itself is difficult to interpret, observe or evaluate (Wahab et al., 2012). Technology is also an application of science that is used to solve problems that occur in humans (Wiryany et al., 2019).

Therefore, in order to keep up with the progress of the times, one of which is the development of technology, an independent curriculum and the innovations that accompany it have emerged. Adhering to the concept of independent learning, the Independent Curriculum encourages learning according to students' interests, learning styles and abilities, and provides wider space for the development of students' character and basic skills (Saputra, 2022).

One of the main components in education is the curriculum because the curriculum becomes the basis, reference, direction for educational institutions in carrying out the educational process (Asrifan et al., 2023). One way to implement the Independent Curriculum is the Project for Strengthening the Pancasila Student Profile (P5). This project is one of the means to achieve various targets in the Pancasila Student Profile. In practice, the project is expected to provide opportunities for students to 'experience knowledge' as a process of strengthening character as well as a form of real learning from their social environment. (Luqmanul Hakim, 2023). In the implementation of the independent learning curriculum, there are several obstacles, namely starting from the preparation of the independent learning curriculum, which is still immature, inadequate school infrastructure and thinking about the type

of media to be used during the learning process and teachers who do not fully know about the "Merdeka" curriculum. This topic was raised to know the effectiveness of the independent learning curriculum in implementing the learning process and the constraints and solutions that can be provided in implementing the independent learning curriculum in the learning process (Rohmah et al., 2023).

The revision of curriculum is not something new in every educational system, included in Indonesia. It is recorded that educational system of Indonesia has renewed its curriculum at least twelve times started from Rencana Pembelajaran 1947 to Kurikulum Merdeka (Rizki & Fahkrunisa, 2022).

It can be said that Pancasila is the basis of the state as a basic status that has a foundation constitutional and has juridical implications. Based on the history of the Indonesian nation, in fact the values Pancasila as the nation's way of life has manifested in social life before Pancasila as the basis of the state is formulated in one value system. Since ancient times, regions in the archipelago has several values held firmly by the community, including: 1) Believe in God and be tolerant; 2) Mutual cooperation; 3) Deliberation; 4) Solidarity or loyalty social, and so on (Widiansyah, 2021).

The Pancasila student profile should be designed to answer one big question, namely what kind of students with profiles (competencies) the Indonesian education system wants to produce. In this context, the Pancasila student profile has a competency formulation that complements the focus on achieving Graduate Competency Standards at each level of educational unit in terms of cultivating character in accordance with Pancasila values. The Pancasila student profile competency pays attention to internal factors related to the identity, ideology and ideals of the Indonesian nation, as well as external factors related to the life context and challenges of the Indonesian nation in the 21st century which is facing the industrial revolution 4.0. (Pengembangan et al., 2023). The Pancasila Student profile is designed to answer one big question: how to produce students with the competencies desired by an education system while taking into account internal factors related to national identity, ideology, and ideals. The profile of Pancasila students is a new challenge the Indonesian nation must face in the 21st century or during revolution 4.0. This fact shows that the profile of Pancasila students will focus on

cognitive abilities and attitudes, and behavior that are in accordance with their identity as Indonesians (Suliyanah et al., 2023).

The Pancasila Student Profile Strengthening Project is carried out outside class hours. The Pancasila Student Profile Strengthening Project will be implemented optimally if students, educators and the educational unit environment as the main components of learning can mutually optimize their roles. Students act as learning subjects who are expected to be actively involved in the entire series of activities, educators act as learning facilitators who are expected to help students optimize their learning process, while the educational unit environment plays a role as a supporter of the implementation of activities which are expected to sponsor the provision of facilities and a learning environment that is conducive. It is hoped that strengthening the Pancasila student profile project can be an optimal means of encouraging students to become lifelong learners who are competent, have character and behave in accordance with Pancasila values (Yuliastuti et al., 2022).

Carrying out P5 activities can build students' self-confidence in their work for a work, increase students' self-efficacy, and show students' interest in certain fields. Teachers play an important role in its implementation, namely as a facilitator (Nafaridah et al., 2023).

With P5 activities, it is hoped that it can increase students' learning motivation so that learning becomes more meaningful. Because if you look at it, learning itself is a process of interaction between students and educators and learning resources in a learning environment. The context of interaction in the learning process is social interaction, namely the relationship between individuals and groups, in this case the teacher as an individual interacts with a group of students. (Chalil & Latuconsina, 2008).

Learning is also a process carried out by individuals to obtain a new change in behavior as a whole, as a result of the individual's own experience in interaction with their environment. In other words, learning can be said to be an effort to obtain behavioral changes in individuals that are obtained from the process of interaction with their environment (Tim Pengembang Ilmu Pendidikan FIP-UPI, 2007).If you look at the essence of learning based on the definition above, it can be interpreted that the interaction between educators, students and learning resources is something that needs to be designed in such a

way as to suit the learning objectives so as to create an effective and efficient learning process (Fitriansyah, 2022).

Based on these considerations, it is necessary to implement learning that is oriented towards interests and abilities. This can be done by developing different learning strategies or differentiation.

With P5 implemented through a Project Based Learning approach in cross-disciplinary learning so that students can pay attention to and provide solutions to problems in their environment. The connection between the Merdeka Curriculum and the Project for Strengthening the Pancasila Student Profile (P5) is that the P5 program is one of the implementations of the Merdeka Curriculum which seeks to build the character and values of Pancasila in students.

The Merdeka Curriculum focuses on five pillars of education, namely creative, critical, communicative, collaborative and character education. One of the main pillars in the Independent Curriculum is character, which includes the formation of moral values, ethics and positive behavior for students' lives. In this case, the P5 Project is aimed at strengthening the profile of students who have strong character based on Pancasila values. This is done through various activities and strategies, such as introducing Pancasila values in everyday life, developing a culture of tolerance and diversity, as well as active participation in social activities and community service activities (Intan Maharani & Arinda Putri, 2023).

One of the implementations of P5 in schools is also supported by the implementation of the teaching campus program, where the Teaching Campus Program is a program organized by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek). The Teaching Campus is part of the Independent Campus program which invites students in Indonesia to become teachers and teach elementary school (SD) students in the 3T areas, namely frontier, disadvantaged and outermost in order to strengthen learning and help schools during the learning period. (Dwi Etika et al., 2021).

The implementation of campus teaching programs which also synergize with P5 in schools is one application of implementing the independent curriculum. In the implementation of the Class 6 teaching campus, for example, almost every school is implementing P5.

The flow of implementation of the Strengthening Pancasila Student Profile Project starts from forming a team of Facilitators, then identifying the level of school readiness, designing theme dimensions and implementation time, compiling project modules, and designing a strategy for reporting project results. Planning for the Implementation of the Strengthening the Pancasila Profile Project is adjusted to the needs and conditions of the school. The theme of the Pancasila student profile project for elementary school education units is based on the Development Guide for the Strengthening Pancasila Student Profile project issued by the Educational Standards, Curriculum and Assessment Agency of the Ministry of Research, Technology and Higher Education, namely Sustainable Lifestyle, Local Wisdom, Bhinneka Tunggal Ika, Build the Spirit, the voice of Democracy, engineering and Technology, entrepreneurship and work (Yuliastuti et al., 2022).

At the State Elementary School 05 Petukangan Selatan, South Jakarta, it is also implementing P5 as a target school in the 6th Generation Teaching Campus program. The implementation is certainly not easy, in addition to fellow students, they are also implementing the Teaching Campus' flagship program, namely Strengthening Numeracy Literacy, but also this time activity participants carry out P5 as a form of implementing the independent curriculum. For this reason, this research aims to see how P5 is implemented in Class 6 Teaching Campus activities at SDN Petukangan Selatan 05 so that we can get an idea of how P5 is implemented.

METHOD

This research was conducted at SDN Petukangan Selatan 05 South Jakarta by carrying out the data collection process in several ways, namely: 1) Literature study was carried out by reading and recording various references such as books, journals, magazines, articles, internet and others related to research being carried out; 2) Observations carried out by collecting data by conducting non-participant observations of research objects through observation sheets and; 3) Interviews with students participating in KM 6 activities and teachers at schools regarding more in-depth and comprehensive data collection.

In this research, a qualitative descriptive method is used, namely in the form of words based on descriptions of what occurs in the field in depth and as it is(Fitriansyah, 2019). The process of analyzing qualitative research data (Rijali, 2018) as shown below:
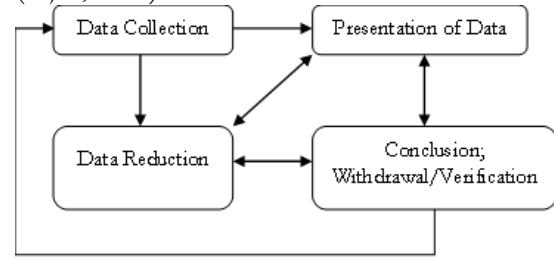

Figure 1: Qualitative Research Data Analysis Process

In analyzing data, researchers based on data obtained from field notes, observations and interviews by producing transcripts which were then processed into data that was described as it was based on the results of data findings in the field.

RESULT AND DISCUSSION

The era of globalization is an era where quality and quality competition. In this era, educational institutions starting from the elementary school level to tertiary institutions are expected to be able to guarantee the quality and quality of education so that the resulting human resources have excellence (Fitriansyah, 2023).

The implementation of this curriculum must be supported by the positive perception of the students. If it cannot be fulfilled, it can create a negative mindset of the student toward the new curriculum. It means the socialization of the implementing of the new curriculum must be given to the students as well comprehensively and intensively based on their grade level and age. Therefore, they know the advantages of the implementation of Independent Curriculum (Werdiningsih et al., 2022).

The project to strengthen the Pancasila student profile has inspired students to contribute to the surrounding environment. For workers in the modern world, the success of carrying out a project will be an achievement. In the curriculum scheme, the implementation of the project to strengthen the profile of Pancasila students is contained in the formulation of the Minister of Education and Culture Decree No. 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery which states that the Curriculum Structure at the PAUD level and Primary and Secondary Education consisting of intracurricular learning activities and projects to strengthen the profile of Pancasila students.

Meanwhile, Equality Education consists of general group subjects as well as empowerment and skills based on the Pancasila student profile.

At SDN Petukangan Selatan 05 itself, it is the target school for campus teaching activities, where in implementing P5 activities, KM activity participants play a role and contribute and take part in P5 activities (Strengthening Pancasila Student Profile Project) which raises the creative dimension. P5 activities in this creative dimension, the school holds activities for making eco print on fabrics or items for use, this activity also becomes an opportunity to grow the creativity of all students. The activity was carried out in class V (five) in making eco print using the pounding technique. Starting from observing the surrounding environment to find out the types of leaves that can be used for eco print, carrying out trials of making eco print using pounding techniques on fabric, to finally making eco print on usable goods.

The practice of making eco print was carried out after the break at 09:30 where each student was instructed to bring materials from home such as leaves and flowers around the environment as well as providing cloth, mica and tools for hammering. The practice of making eco print is accompanied directly by dividing students into several groups in order to train students to work together and with group collaboration of course the making process can be lighter and faster.

Figure 2: The process of making eco print by students

Each student was very enthusiastic during the eco print making process, they made motifs according to the creativity of each group and each group chose leaves or flowers brought from home then placed them on the cloth in various positions and combined various shapes and colors of leaves and flowers to make it look more beautiful. interesting and beautiful. Then, after the leaves and flowers are positioned on the cloth, the next step is to cover them with mica,

then hammer them, after everything is integrated with the cloth, then clean them and take them outside the classroom to dry directly under the hot sun.

Figure 3: The process of making eco print using the pounding technique

After the manufacturing process is finished, the cloth can be used according to needs, for example table tops, glass curtains and so on. In making this eco print, students use the pounding technique, where the pounding technique is to make leaf or flower motifs onto the fabric by hitting a hammer on the leaf arrangement. This pounding method is like printing a leaf motif on fabric. The hammer is hit on the leaves that have been placed on a cloth that has been coated with plastic to extract the color pigment.

Because currently the eco print coloring technique is an alternative for making or printing various motifs and colors on fabric using natural materials, where the eco print technique is applied through two methods, namely the iron blanket and the pounding method. In the iron blanket method, the first step is mordanting, which is the process of cleaning the fabric from dirt. The mordanting process is carried out in the same way as washing cloth or clothing (Irma Adisurya et al., 2023). Meanwhile, the pounding technique is done by hitting leaves or flowers onto the cloth using a hammer. This pounding technique is like printing a leaf motif on fabric. The hammer is hit on the leaves that have been placed on a cloth covered with plastic to extract the color pigment. The hitting technique starts from the edge of the leaf then follows the groove, stem, leaf. The eco print technique provides an alternative textile production to reduce the impact of environmental pollution. This technique does not use machines or chemicals but is more environmentally friendly (Octariza & Mutmainah, 2021)

This activity makes students much more creative and uses their imagination in the creative space of making works. Because if you look at the

benefits of implementing P5, they are: 1) Providing space and time for students to develop competencies and strengthen the character and profile of Pancasila students. 2) Plan a profile project learning process with a clear end goal. 3) Develop competence as an educator who is open to collaborating with educators from other subjects to enrich learning outcomes.

The Pancasila Student Profile Strengthening Project (P5) is the implementation of differentiated learning in the independent curriculum, to develop individual skills and abilities (Sulistiyaningrum & Fathurrahman, 2023). Through the development of the Pancasila Student Profile which contains the characters and competencies needed to become good world citizens, it needs to be introduced from an early age, at all levels of education. The Preamble to the 1945 Constitution, the National Education System Law, as well as the educational ideals according to Ki Hadjar Dewantara contained in a collection of Ki Hadjar Dewantara's writings as the main reference in formulating the Pancasila Student Profile and its dimensions. Pancasila is the most appropriate word to summarize all the characters and competencies that every individual Indonesian student is expected to have (Fajriansyah et al., 2023).

By implementing P5, one of the goals of the independent curriculum can be realized, namely that the independent curriculum is freedom of thought. The essence of independent thinking must exist and starts from the teacher first. Without freedom of thought for teachers, it will be difficult to provide freedom of thought for students so as to produce students who are superior, critical, creative, collaborative, innovative and participate in the future (Rozhana & Sugiharto, Firsta Bagus Fauzy Emqy, Muhammad Antonius Wicaksono, 2023).

If you look at the students' responses after taking part in this eco print activity, they also feel happy and proud because they can be creative according to their interests and imagination and are given space for freedom of expression and exploring their imagination through learning outside the classroom.

The existence of P5 activities with the creation of prints is also inseparable from the teaching campus program where the Teaching Campus Program is a program organized by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek). The Teaching Campus is part of the Independent Campus rogram which invites students in Indonesia to become teachers and teach elementary school (SD) students in the 3T areas, namely frontier, disadvantaged and outermost in order to strengthen learning and help schools during the learning period. (Dwi Etika et al., 2021).

This activity also received a positive response from parties, KM activity participants, schools and students where by implementing P5, KM program students also learned how to develop ideas through the use of materials found in the surrounding environment and helped how to maintain environmental sustainability so that it was maintained. . Thus, the role of KM class 6 students is not only to carry out existing programs but also to contribute to P5 activities held at school as partners who accompany students in these P5 activities.

CONCLUSION

The role of campus students teaching the 6th generation in this P5 activity is as contributing partners in participating in the P5 activity (Strengthening Pancasila Student Profile Project) which raises the creative dimension. P5 activities in this creative dimension, the school holds activities for making eco print on fabrics or items for use, this activity also becomes an opportunity to grow the creativity of all students. The activity was carried out in class V (five) in making eco print using the pounding technique. Starting from observing the surrounding environment to find out the types of leaves that can be used for eco print, carrying out trials of making eco print using pounding techniques on fabric, to finally making eco print on usable goods. The results obtained by students are not only able to create works but also students become more active, creative and it is hoped that this activity will be able to further motivate students in maintaining and creating a more meaningful and comfortable learning environment.

REFERENCES

Gronlund, N.E. & Linn, R.L. (1990). *Measurement and evaluation in teaching. (6ᵗʰed.)*. New York: Macmillan.

Effendi, S. (1982). Unsur-unsur penelitian ilmiah. Dalam Masri Singarimbun (Ed.). *Metode penelitian survei*. Jakarta: LP3ES.

Daniel, W.W. (1980). *Statistika nonparametrik terapan*. (Terjemahan Tri Kuntjoro). Jakarta : Gramedia.

Suyanto, S (2009). Keberhasilan sekolah dalam ujian nasional ditinjau dari organisasi belajar. *Disertasi*, tidak dipublikasikan. Universitas Negeri Jakarta.

Pritchard, P.E. (1992). Studies on the bread-improving mechanism of fungal alpha-amylase. *Journal of Biological Education,26* (1), 14-17.

Retnawati, H. (2014). *Teori respon butir dan penerapannya*. Yogyakarta: Nuha Medika.

Rahmawati, U., & Suryanto, S. (2014). Pengembangan model pembelajaran matematika berbasis masalah untuk siswa SMP. *Jurnal Riset Pendidikan Matematika, 1*(1), 88-97. Retrieved from http://journal.uny.ac.id/index.php/jrpm/article/view/2667