



## **Hybrid Workshop 32 Hours Project Strengthening The Profile Of Pancasila Students In Early Childhood Education**

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### **Abstract**

P5 for the early childhood is one of efforts to develop comprehension and consciousness of the the values of Pancasila to the early childhood, and also to implement them in daily activities. P5 may support to create the generation which appreciate the variety of religions, traditions in society, accepting each others' differences, comprehending and supporting one another, and surely still paying academic aspects at school. By adapting P5, it is not only the children hoped to be able to maintain their qualities as social human kind, but also the teachers are hoped to be able to comprehend and possess some skills as PAUD teachers in developing Pancasila characters to the early childhood; to be able to maintain ability in planning studying activities which are interesting and also easy-learning for the early childhood in learning Pancasila; to be able to support developing Pancasila studying programs which are contextual and suitable with the early childhood's needs and environments.

**Keywords:** *Cultural diversity; values of Pancasila; qualified students; teachers*

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## INTRODUCTION

In order to realize an independent curriculum, where education can be adapted to students' needs and potential, one of the things that needs to be considered is the formation of students' character from an early age. One way to shape student character is by providing education on Pancasila values. If we realize P5 in the Independent Curriculum, then P5 has the following principles:

1. **Holistic.** The holistic principle in P5 is a principle that looks at everything as a whole. A holistic thinking framework will encourage students to study themes and material as a whole and understand problems in depth. The holistic principle also motivates students to see meaningful connections between components in implementing P5, such as educators, students, and others.
2. **Contextual.** Contextual is a principle that correlates with efforts to base learning activities on real experiences in everyday life. This principle will motivate educators and students to be able to use the environment and the realities of life as the main material for learning.
3. **Learner-Centered.** This principle makes students active learning subjects. Meanwhile, educators serve as learning facilitators who provide many opportunities for students to explore their own motivation according to their conditions and abilities.
4. **Explorative.** The explorative principle is related to the spirit of opening up space for the process of self-development and inquiry, both structured and free. P5 also has an external exploration area in terms of coverage of student material, time allocation, as well as adjustments to learning objectives.

The exploratory principle also has an effort to encourage the role of P5 to fulfill and strengthen the abilities students acquire in extracurricular education. If P5 is implemented in the Independent Curriculum, it is hoped that it will produce maximum benefits, these benefits include:

1. Providing space and time for students to develop competencies and strengthen the character and profile of Pancasila students.
2. Develop competence as an educator who is open to collaborating with educators from other subjects to enrich learning outcomes.
3. Plan a profile project learning process with a clear end goal.
4. Making the educational unit a learning organization that contributes to the community and surrounding environment.
5. Making the education unit an ecosystem that is open to community participation.

Early childhood is a very important age group in the formation of a person's character and personality. Therefore, it is very important to provide Pancasila values education from an early age to children so that they can understand and internalize Pancasila values and grow into individuals with character and a sense of love and responsibility towards the country. The project to strengthen the profile of Pancasila students in early childhood is an effort to increase understanding and awareness of Pancasila values in early childhood. Through this hybrid workshop, it is hoped that children can understand the values of Pancasila better, and grow into the nation's next generation who have good character and love their country. In the independent curriculum, Pancasila student profile workshops in early childhood can be tailored to the needs

and potential of students. This can help create a generation that has strong civic awareness and responsibility and is able to appreciate cultural diversity in society. In this way, it is hoped that the project to strengthen the profile of Pancasila students in early childhood can contribute to creating the nation's next generation with character and a sense of love and responsibility towards their country and nation.

PKM (Community Service) activities which are carried out through Hybrid Workshop activities (workshop activities carried out online and offline which are carried out simultaneously) were initiated by students of the Postgraduate Masters Program majoring in Educational Administration, class B1 Class 51 of Nusantara Islamic University in collaboration with the Tunas Cendikia Foundation Muda Bandung which oversees the Kindergarten Education Institution (TK) Plus Al Gebra. This activity will be held for 2 days, 18 and 19 May 2023 at 08.00 – 15.00 WIB. Hybrid Workshop 32 JP took place in accordance with the Terms of Reference (TOR)/frame of reference that had been prepared previously.

The objectives of the hybrid workshop project to strengthen the profile of Pancasila students in Early Childhood Education (PAUD) are as follows:

1. Increase PAUD educators' understanding and awareness of the importance of building student character through education with Pancasila values.
2. Provide effective learning strategies and techniques to teach Pancasila values to young children.
3. Improve the skills of PAUD educators in developing and implementing Pancasila values learning programs that suit students' characteristics and needs.
4. Provide insight into how to integrate Pancasila values in various aspects of learning in PAUD, such as class activities, social interactions and extracurricular activities.
5. Increase parental participation and involvement in the process of educating Pancasila values in early childhood.

In this program, there is a Project for Strengthening the Profile of Pancasila Students (P5), where the Project for Strengthening the Profile of Pancasila Students (P5) was created to answer one big question, namely: "what kind of students with profiles (competencies) do we want to produce? education system in Indonesia?" (Ministry of Education and Culture, Research and Technology, 2021).

## **METHODOLOGY**

This Hybrid workshop activity is carried out online, using Zoom Meet, and also offline or offline for 2 (two) days, through a system of lectures, discussions and assignments. The hybrid workshop will be held on 18 and 19 May 2023 from 08.00 to 15.00 WIB every day. PKM is carried out with the aim of describing or describing the implementation of hybrid workshop activities which include theme, timeliness, atmosphere, competence of resource persons, completeness of material, service/attitude of the committee, and supporting tools, with a systematic presentation as follows: 1). Hybrid workshop preparation 2). Conditions for hybrid workshop participants 3). Implementation of hybrid workshops and 4). Hybrid workshop evaluation.

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## RESULTS AND DISCUSSION

### Hybrid Workshop Preparation

Preparation for Community Service (PKM) activities through a Hybrid workshop organized by Students of the Master of Education Administration Program, Class B1, Batch 51, Nusantara Islamic University Bandung in collaboration with the Bandung Tunas Cendikia Muda Foundation which oversees TK Plus Al Gebra is carried out in several steps, as follows : First step, form a committee and carry out several collaborations; The second step, preparing the Terms of Reference (TOR); The third step, contact the Speaker/Speaker; and the fourth step, preparing a financing budget and activity products.

The first step, in preparing the Organizing Committee, students of the Master of Education Administration Class B1 Program, Class 51 of Nusantara Islamic University (Uninus) Bandung, collaborated with TK Plus Al Gebra to organize this Hybrid Workshop committee. In this first step, a committee is formed, as follows:

Advisor:

1. Kindergarten Supervisor, Cilengkrang District, Bandung.
2. Head of Master of Educational Administration Study Program at Nusantara Islamic University
3. Trustee of the Tunas Cendikia Muda Bandung Foundation.

Chair of the Committee: Chair of the Tunas Cendikia Muda Bandung Foundation

Secretary: Master of Education Administration Student at Nusantara Islamic University

The second step, in preparing the Terms of Reference (TOR), the Committee has tried to accommodate various input from various parties including the Cilengkrang District Kindergarten Supervisor. The contents of the Terms of Reference (TOR) already contain the Hybrid workshop method, duration of the activity, participants and WhatsApp Group (WA) participants; workshop presenters/presenters, workshop Implementation Team; and Product activities.

The third step, in terms of contacting the Speaker/Speaker, the committee approached two Uninus lecturers to agree to be speakers or presenters. Furthermore, the committee also approached prospective motivating teachers for the 7th class of Bandung city and National Activating Teachers for the 4th class. The composition of speakers in the Hybrid workshop activity was as follows:

Welcome Giver:

1. Kindergarten Supervisor, Cilengkrang District, Bandung
2. Head of the Master of Educational Administration Study Program at Nusantara Islamic University.
3. Chairman of the Tunas Cendikia Muda Bandung Foundation.

Speaker.

1. Bandung district motivator teacher. Title: "Character and Pancasila Education in early childhood."
2. Lecturer at the Master of Educational Administration at Nusantara Islamic University. Title: "Independent Curriculum Concept for Early Childhood."

3. Lecturer at the Master of Educational Administration at Nusantara Islamic University. Title: PAUD Program Development Management.
4. National level 4th Class Driving Teacher. Title: (a). Development and Implementation of the Project for Strengthening the Pancasila Student Profile in Early Childhood Learning. (b). Evaluation and Monitoring of the Project for Strengthening the Profile of Pancasila Students in Early Age Children.
5. Prospective Teachers for the 7th Batch of Bandung City. Title: (a). Collaboration with Families in the Project to Strengthen the Profile of Pancasila Students in Early Childhood. (b). Strategy for Developing Teacher Professionalism in Implementing the Independent Curriculum with the Project for Strengthening the Profile of Pancasila Students in Early Childhood.

Apart from that, participants also received workshop materials and assignment templates for preparing teaching materials for the Pancasila Student Profile Strengthening Project (P5). The information obtained by participants comes from various social media such as WhatsApp, Facebook, Instagram, and others. The following is participant information from <https://app.bitly.com>



Figure 1. Registration information via Gform

From the number of participants who registered above, it can be interpreted that the socialization efforts and efforts to market this Hybrid Workshop activity are very massive, so that they can spread to several regions. Participant data that enters via Google-form, both at the time of registration, Workshop attendance attendance, and Technical Guidance Attendance attendance, is accumulated in excel data (google-form), as follows:

1. Official registration of 150 participants;
2. 114 participants completed the pretest
3. 75 participants completed the post test
4. Participants who made the assignment were 32 people



Figure 2 Hybrid Workshop Flyer Format and Design

### Implementation of Hybrid Workshop

The implementation of this PKM has gathered 150 participants, who are accommodated in 1 (one) WhatsApp group, which accommodates participants from several regions according to domicile. The basic considerations for holding a Hybrid Workshop which is carried out online and offline include: because this Community Service (PKM) activity involves various elements, namely: teachers, school principals, lecturers and other educational elements, who are spread across various regions. The committee is assisted by Masters students (Educational Administration), Class 51, Class B1, Nusantara Islamic University (UNINUS) Bandung, who are also spread across several provinces, namely: West Java, Central Java, Banten and several other cities in Indonesia. Therefore, the implementation of this PKM activity is carried out through online Hybrid Workshop activities.

When the Hybrid Workshop was held, all speakers and presenters were present to give their presentations according to the Run-Down that had been prepared. Below are the speech givers, presenters and activity moderators who successfully participated in the Hybrid Workshop event.



Figure 3: Chairman of the Bandung Tunas Inteldikia Muda Foundation

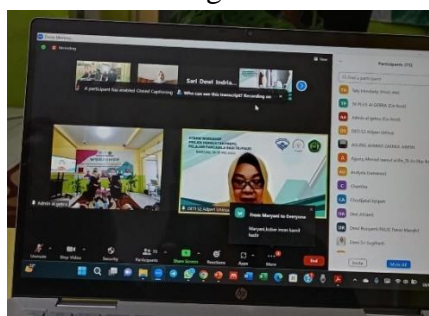


Figure 4: Head of Master of Education Study Program at Nusantara Islamic University

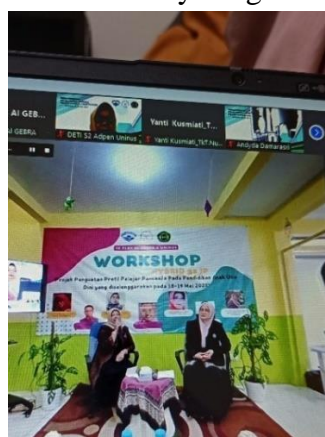


Figure 5: Kindergarten supervisor in Cilengkrang District, Bandung



Figure 6: Siti Maesaroh, S.Pd, M.M.Pd

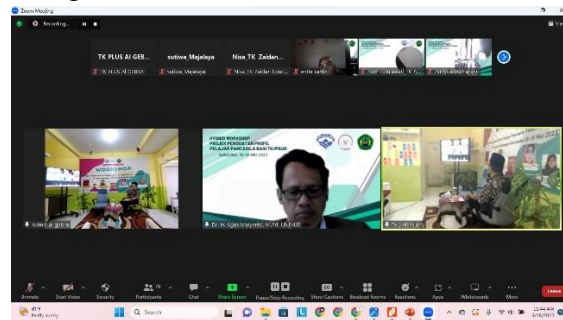


Figure 7 : Dr. H. Agus Mulyanto, M. Pd



Figure 8 Dr. Waska Warta, M.M



Figure 9: Rina Tresnawati, S.Pd, M.Ak



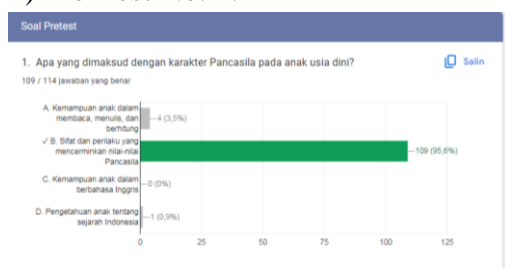


Figure 10: Aisyah Tresnawati, S.Pd.AUD, M.Pd

The implementation of this Hybrid Workshop went according to plan and according to the duration of time provided, so that participants' focus and attention were truly controlled and were able to utilize the available time. This can be seen in participant attendance and participants completing the pre-test and post-test. The following presents the Presence and Pre-Test Workshop attended by 97 participants, where this pre-test shows that the Participants, both individually and institutionally, already have the potential knowledge to take part in Hybrid Workshop activities.

The attendance of the Hybrid Workshop participants was generally good, focused on listening, and actively involved throughout the activity until the end. Next, is the Pre-Test data that has been answered by participants, namely, as follows:

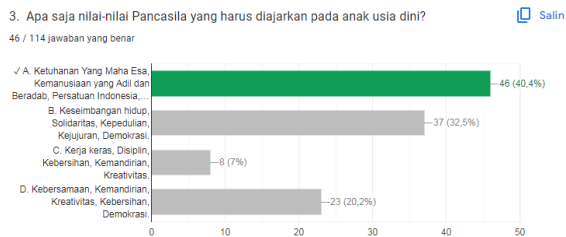
1) Pre-Test No. 1.



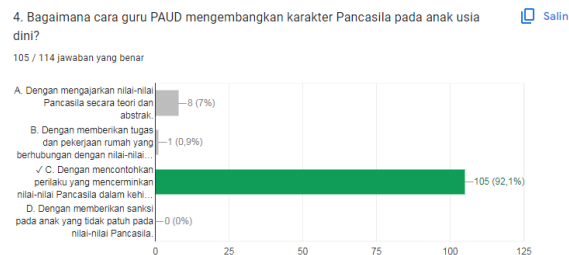
2). Pre-Test No. 2



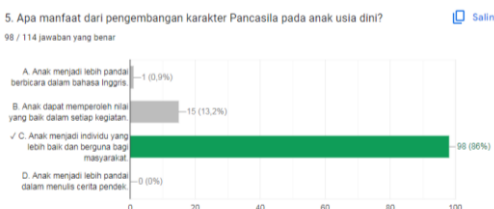
### 3). Pre-Test No. 3.



### 4). Pre-Test No. 4.



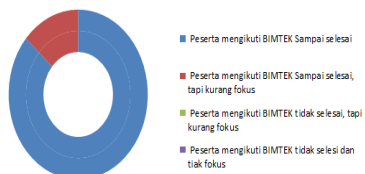
### 5). Pre-Test No. 5.



## Hybrid Workshop Evaluation.

This Hybrid Workshop Evaluation Method was carried out a week after the activity took place, so that the participants who took part in evaluating this activity were Bimtek participants, totaling 148 participants. Participants fill out the Pre-Test before carrying out the webinar and fill out the Post-Test after carrying out the Hybrid Workshop via the Google link from, where participants' answers related to the Hybrid Workshop Evaluation are processed and presented according to the researcher's perspective and perception, so that the data obtained becomes more meaningful and worth. In general, the implementation of the Hybrid Workshop has proceeded as planned. Following are the participants' questionnaire answers:

1) Participants attend the workshop until completion.



URAIAN JAWABAN	(%)	JUMLAH
Peserta mengikuti BIMTEK Sampai selesai	86,49	128
Peserta mengikuti BIMTEK Sampai selesai, tapi kurang fokus	13,51	20
Peserta mengikuti BIMTEK tidak selesai, tapi kurang fokus	0,00	0
Peserta mengikuti BIMTEK tidak selesai dan tidak fokus	0,00	0
JUMLAH	100,00	148

Sumber : Olah Data Peneliti

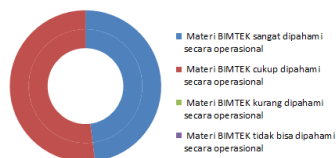
2) Technically oriented workshop materials.



URAIAN JAWABAN	(%)	JUMLAH
Peserta menyatakan materi BIMTEK sangat teknis	91,22	135
Peserta menyatakan materi BIMTEK cukup teknis	8,78	13
Peserta menyatakan materi BIMTEK kurang teknis	0,00	0
Peserta menyatakan materi BIMTEK tidak teknis	0,00	0
JUMLAH	100,00	148

Sumber : Olah Data Peneliti

3) BIMTEK material, can be understood operationally



URAIAN JAWABAN	(%)	JUMLAH
Materi BIMTEK sangat dipahami secara operasional	47,97	71
Materi BIMTEK cukup dipahami secara operasional	52,03	77
Materi BIMTEK kurang dipahami secara operasional	0,00	0
Materi BIMTEK tidak bisa dipahami secara operasional	0,00	0
<b>JUMLAH</b>	<b>100,00</b>	<b>148</b>

Sumber : Olah Data Peneliti



URAIAN JAWABAN	(%)	JUMLAH
Peserta menyatakan sangat bersedia	33,11	49
Peserta menyatakan bersedia	60,81	90
Peserta menyatakan kurang bersedia	6,08	9
Peserta menyatakan tidak bersedia	0,00	0
<b>JUMLAH</b>	<b>100,00</b>	<b>148</b>

Sumber : Olah Data Peneliti

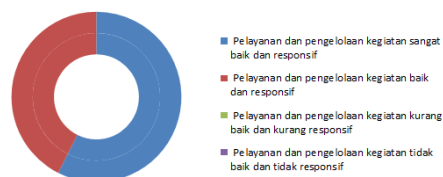
4). Resource person is competent and masters the material.



URAIAN JAWABAN	(%)	JUMLAH
Narasumber sangat berkompeten dan menguasai materi	75,00	111
Narasumber cukup berkompeten dan menguasai materi	25,00	37
Narasumber kurang berkompeten dan kurang menguasai materi	0,00	0
Narasumber tidak berkompeten dan tidak menguasai materi	0,00	0
<b>JUMLAH</b>	<b>100,00</b>	<b>148</b>

Sumber : Olah Data Peneliti

6). Committee Services and Activity Management.



URAIAN JAWABAN	(%)	JUMLAH
Pelayanan dan pengelolaan kegiatan sangat baik dan responsif	57,43	85
Pelayanan dan pengelolaan kegiatan baik dan responsif	42,57	63
Pelayanan dan pengelolaan kegiatan kurang baik dan kurang responsif	0,00	0
Pelayanan dan pengelolaan kegiatan tidak baik dan tidak responsif	0,00	0
<b>JUMLAH</b>	<b>100,00</b>	<b>148</b>

Sumber : Olah Data Peneliti

5). Participants are willing to submit assignments to the Committee.

CONCLUSION

Descriptive results and discussion in the context of Community Service (PKM) above, through Hybrid Workshop activities initiated by students of the Masters Program (Educational Administration) class B1, Batch 51 UNINUS Bandung, in collaboration with the Bandung Tunas Cendikia Muda Foundation which oversees the TK Plus Al Gebra Institute It went smoothly and produced a lot of input and data, related to the theme: "Hybrid Workshop 32JP Project for Strengthening the Profile of Pancasila Students in Early Childhood Education" which was raised in this activity. The success of the Hybrid Workshop above certainly has parameters that can be measured quantitatively and qualitatively. The following is a narrative of the preparation, participation, implementation and final evaluation activities of the Hybrid Workshop. a. Hybrid Workshop Preparation. This Hybrid Workshop activity has a national scope, so several steps are needed to make it happen, namely as follows: First step, form a committee and carry out several collaborations; The second step, preparing the Terms of Reference (TOR); The third step, contact the Speaker/Speaker; and the fourth step, preparing a financing budget and determining activity products b. Hybrid Workshop participants. There were 150 officially registered participants, while the attendance of the workshop on the first day was 378 participants and the attendance on Day 2 was 148 participants. Next, all participants were given workshop assignments. All participants come from various regions, and the participants are accommodated in 1 (three) WhatsApp groups c. Implementation of Hybrid Workshop. The implementation of Community Service (PKM) is directed at strengthening the knowledge that participants already have. This can be seen from the answers to the Pre-Test, which was attended by 150 participants. The pre-test shows that participants, both individually

and institutionally, already have the potential knowledge to participate in Hybrid Workshop activities well. d. Hybrid Workshop Evaluation. In general, participants' answers regarding the evaluation of Community Service (PKM) activities were very positive. Because 86.49% of participants participated in the activity until completion, although 13.51 of them lacked focus; Participants who stated that the activity material was very technical and quite technical, amounted to 100%; Participants who stated that the material was well understood and sufficiently understood operationally, amounting to 100%; The activity resource person is very competent and has sufficient mastery of the material, 100%. Participants who stated that the service and management of activities were good and very responsive were 100%.

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