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Implementation Of Pancasila Student Profile Strengthening Profile Project Policy In Improving The Quality Of Education In Taman Gembira Kindergarten, Bandung City

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Abstract

P5 or the Pancasila Student Profile Strengthening Project is a cross-disciplinary project that is contextual and based on community needs or problems within the education unit. Therefore, with the existence of P5 in the Independent Curriculum, it is hoped that each individual student will have the character and abilities that are built in everyday life and revive within each student. Efforts to implement P5 in the Independent Curriculum can be carried out with various examples of implementation such as the culture of educational units, inter-curricular and extra-curricular learning. Taman Gembira Kindergarten in the city of Bandung is one of the schools that this year has carried out the implementation of P5 in the independent curriculum for the 2023/2024 academic year and has even been implemented in previous years. However, the lack of effectiveness of the application of P5 by teachers towards students so that holding IKM training by teacher representatives and being confirmed by government policies really helps the effectiveness of teacher understanding and its application to students. Therefore, the authors took research on "Policy Implementation of the Student Profile Strengthening Project Policy in Improving the Quality of Education in Taman Gembira Kindergarten". Researchers used a Qualitative Research Method with a Case Study Approach. Data Collection Techniques using three methods, namely Observation, Interview, and Documentation methods in the form of taking photos of activities, reading and studying documents, operational permits and other documents related to this research. Observation in this context is participatory observation, that is, the researcher is directly involved or takes part in the learning process.

Keywords: *Management, Policy, Education, Decisions*

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INTRODUCTION

Education is one aspect that determines the progress or decline of a country. Most developing countries prioritize education over other sectors, because they realize that quality education will be able to produce quality Human Resources (HR). So that by having quality human resources, they will be able to run the wheels of all existing systems in a government, whether in political, cultural, economic aspects, and so on.

In education, the project approach is interpreted as an in-depth investigation of a topic that is interesting to study. This investigation is usually carried out by small groups of children in a class, or even the whole class, and sometimes also carried out by individual children. The main key to the project approach is research carried out as an effort to find answers to questions related to a topic raised by children, teachers, or teachers who work closely with children (Katz, 1994: 1).

One of the characteristics of the Independent Curriculum is the Project for Strengthening the Pancasila Student Profile (P5). P5 focuses on developing student competency and character through group learning around important issues in the real context around them. In practice, P5 needs to be closely related to students' daily lives and learning processes, not to outcomes or products. The term P5 is an abbreviation of the Pancasila Student Profile Strengthening Project. This project is part of the Merdeka Curriculum, which has been implemented by almost all schools in Indonesia. P5 activities begin with understanding P5, then preparing the school ecosystem, designing P5 projects, managing P5, documenting and reporting P5 results, and finally evaluating and following up on P5.

In accordance with Permendikbudristek No. 7 of 2022 regarding Content Standards for Early Childhood Education, Basic Education Levels and Secondary Education. Content standards are developed through formulating a scope of material that is in accordance with graduate competencies. The scope of the material is study material in learning content which is formulated based on: 1) mandatory content in accordance with statutory provisions; 2) scientific concepts; and 3) pathway, level and type of education. The content standards are a reference for the 2013 Curriculum, Emergency Curriculum and Merdeka Curriculum.

Decision making and policy analysis at the PAUD (Early Childhood Education) level related to the Merdeka Belajar P5 (Learning to Improve Achievement and Productivity) program is very important. In making decisions, stakeholders in PAUD must consider various factors, such as the needs and characteristics of early childhood children, the abilities of teachers and teaching staff, as well as government policies related to the P5 Independent Learning program. Decision making and policy analysis at the PAUD level for the Merdeka Belajar P5 program must also be carried out independently and openly, involving all stakeholders including parents, so that they can obtain the input and support needed for the success of the program.

The implementation of P5 by teachers towards students is less effective, so holding IKM training by teacher representatives and being confirmed by government policy really helps the effectiveness of teachers' understanding and application towards students. Therefore, the author took research on "Implementation of the Student Profile Strengthening Project Policy in Improving the Quality of Education in Taman Gembira Kindergarten".

In this case, effective and clear communication is needed between all relevant parties, as well as active participation from the community in monitoring and supervising program implementation. In this way, the P5 Independent Learning program at the PAUD level can be successful and provide great benefits for the development of early childhood in Indonesia.

METHODOLOGY

Researchers used qualitative research with a case study approach. Meanwhile, the data collection method uses three methods, namely observation, interviews and documentation in the form of photos of research activities. Observation in this context is non-participatory observation, that is, the researcher is not directly involved or takes part in the learning process, but observes and interviews teachers and school principals. The data used as a source of analysis for this research is included in the education domain because it is related to education sector policies. Researchers took research samples at Taman Gembira Kindergarten, Bandung City from April to May 2023.

Selected samples from the social situation were used as data in this research. From this sample, the researcher outlined things that could be interpreted according to the title and objectives of the research. The instrument used is notes during the observation. Data is analyzed based on the 3 activities above, using descriptive analysis techniques, so that it is hoped that optimal research results will be obtained.

RESULTS AND DISCUSSION

Kindergarten. Taman Gembira is a school that was founded in 1949, including schools that have been around for a long time. Therefore, it can be seen from the school building that this school building is an ancient building. However, Alhamdulillah, this school is continuing well. There was a rapid decline in the number of students when the Covid-19 disease occurred and currently there are 45 students.

The P5 policy currently in effect has actually been implemented for a long time in kindergarten or PAUD level schools, including kindergarten schools. Taman Gembira however, the name for the activity is not specific. With the policy that implements P5, it makes it easier for teachers and school principals to carry out activities for students and is much more conceptual. The IKM training facilities provided by the government really help teachers understand the P5 concept, but the drawback is that only one representative can take part in the training, resulting in a lack of understanding for other teachers. Or the fear of continuous misdelivery.

At kindergarten school. Taman Gembira has also produced many various goods that are useful for the community, one of which is when the number of Covid-19 cases in Indonesia increases. Efforts that can be made to avoid this are by wearing a mask when traveling, keeping your distance, not touching things or objects in public places, it is not even recommended to shake hands with other people and washing your hands frequently. According to WHO, it is good to wash your hands for 20 seconds so that germs and viruses die. To make it easier for the public or students to wash their hands, the principal and teachers designed an automatic hand washing tool, namely a portable wash basin. And many portable wash basins have been produced and many people use them and you could say they are national.

The P5 policy is highly approved by teachers and school principals at various levels, especially kindergarten and PAUD levels, because students at this age are very focused on character development, good growth, and abilities that can be honed from an early age. So the existence of P5 means teachers have lots of ideas and knowledge that can be distributed to students. Especially with IKM training held by the government and also training provided on various media channels. However, teachers still have to carry out independent or self-taught learning, because not all teachers have abilities in various fields. So, with good cooperation between teachers and principals and with the approval and support of parents and the head of the Foundation, everything will run better and easier. Students are also trained in various dance practices, such as colossal dances from various regions. In kindergarten. Taman Gembira has also implemented P5 with the theme Love for the Motherland, traditional dance, playing the angklung as a commemoration of the 17 August 1945 Independence of the Republic of Indonesia. This P5 policy was also taken based on a joint decision through deliberation between teachers, school principals, parents and foundation owners as well as all those related to P5 activities. Because this activity requires quite a lot of money and has a big impact on students.

CONCLUSION

The P5 policy currently in effect has actually been implemented for a long time in kindergarten or PAUD level schools, including kindergarten schools. Taman Gembira however, the name for the activity is not specific. The P5 policy is implemented through various steps, joint deliberations between school principals, teachers, foundations and so on. Careful decisions have been taken, and the P5 policy implemented by the government is very helpful in improving the understanding of teacher performance towards students. With the policy that implements P5, it makes it easier for teachers and school principals to carry out activities for students and is much more conceptual. The IKM training facilities provided by the government really help teachers understand the P5 concept, but the drawback is that only one representative can take part in the training, resulting in a lack of understanding for other teachers. Or the fear of continuous misdelivery.

P5 Public Policy in Kindergarten Schools. Taman Gembira Alhamdulillah has been implemented, in fact P5 has become an activity that is usually carried out at the kindergarten or PAUD level, but the mention of P5 itself has only just been made official.

Decision Making and policy analysis in Kindergarten Schools. Taman Gembira related to P5 is carried out through joint deliberation, between the principal, teachers, foundation owners as well as parents, because after all it is parents who are closely related to the activities that will be held at this school, related to costs and responsibilities towards children - his son.

Barriers to implementing P5 in kindergarten schools. Taman Gembira is about the budget, then the lack of direct training from the Government such as IKM training, according to the teachers it would not be enough to have just one representative for this training so that all teachers can understand it better.

Supporting factors so that the implementation of P5 can run well in kindergarten. Taman Gembira is a good collaboration, between the principal and the teachers, like holding independent learning together, for example there are teachers who are more capable of sharing and teaching other teachers, helping each other, and exchanging knowledge. Then, with the IKM training from the government, even though it has only been held by only one

representative, it is hoped that in the future all teachers can take part in this IKM training to make understanding easier.

The conclusion presents a summary of the description of the results and discussion, referring to the research objectives. Based on these two things, new ideas were developed which constitute the essence of the research findings

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