



# Analysis of teacher readiness to implement the Pancasila student profile strengthening project

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**Abstract.** This study aims to describe the readiness of teachers in implementing the Pancasila student profile strengthening project at Sekolah Penggerak. Sekolah Penggerak is a flagship program of the Indonesian Ministry of Education, Culture, Research and Technology to support the implementation of the new curriculum. This research is a qualitative research conducted in Andong District, Boyolali, Central Java. The subject of this research is the class teacher for the academic year 2022/2023. Understanding test of the Pancasila student profile strengthening project, questionnaire, semi-structured interviews, and observations were used to collect data. Interactive analysis used to analyze research data. The results showed that understanding of the project to increase the profile of Pancasila student at good level. And then the level of project planning for strengthening the Pancasila student profile is at a good level. However, the implementation of the project to strengthen the profile of Pancasila students requires a lot of preparation. The reasons given by the teacher were that the project to strengthen the profile of Pancasila students was a new thing. Teachers still feel unfamiliar with the new curriculum. In addition, the limited time to study and prepare for the application is one of the main factors. However, teachers feel challenged to implement a project to strengthen the profile of Pancasila students. The conclusion of this study is that a good understanding is a catalyst for the implementation of the Pancasila student profile strengthening project. Furthermore, to implement a project to strengthen the profile of Pancasila students, good planning is needed. With good planning, the implementation process will become orderly so that it can achieve the goal, namely the realization of students with the Pancasila student profile.

**Keywords:** teacher readiness, pancasila student profile, implementation strengthening project, merdeka curriculum

## 1 Introduction

The Ministry of Education, Culture, Research, and Technology seeks to create superior human resources by launching Merdeka curriculum. The Merdeka curriculum is expected to improve the previous curriculum, namely the 2013 curriculum (Angga, et al,

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M. Salimi et al. (eds.), *Proceedings of the 6th International Conference on Learning Innovation and Quality Education (ICLIQE 2022)*, Advances in Social Science, Education and Humanities Research 767,

[https://doi.org/10.2991/978-2-38476-114-2\\_63](https://doi.org/10.2991/978-2-38476-114-2_63)

2022). There are several reasons that the Merdeka curriculum is a refinement of the 2013 curriculum. One of them is that the Merdeka curriculum emphasizes more on essential content. It is intended that students have sufficient time to explore concepts and strengthen their competencies (Nurani, et al, 2022). In contrast to the 2013 curriculum which has a heavy learning load, it causes complaints from students and parents (Anggraena, et al, 2022). Explicitly, the Merdeka curriculum has several advantages, namely it is simpler and deeper, more independent, and more relevant and interactive.

Furthermore, the application of the independent curriculum aims to create a profile of Pancasila students, namely lifelong students who have global competence and behave in accordance with Pancasila values (BSKAP, 2022). The student profile of Pancasila is formulated based on an in-depth study of the goals of national education, the vision of education contained in the Preamble to the 1945 Constitution, Pancasila, and the views of the founding fathers of the nation (Anggraena, et al, 2022). Furthermore, the Pancasila student profile is the goal of education itself, namely to create students with an ideal profile based on Pancasila values. The profile of Pancasila students consists of six dimensions, namely: 1) Faith, fear of God Almighty, and noble character, 2) Global diversity, 3) Mutual cooperation, 4) Independent, 5) Critical reasoning, and 6) Creative (BSKAP, 2022)..

Furthermore, the profile of Pancasila students is achieved not only through intracurricular learning. However, the profile of Pancasila students is achieved through the culture of the education unit, intracurricular learning, projects to strengthen the profile of Pancasila students, and extracurricular activities (BSKAP, 2022). This is in accordance with the Decree of the Minister of Education and Culture No. 262/M/2022 which states that the structure of the Merdeka curriculum is divided into main activities, namely intracurricular learning, and projects to strengthen the profile of Pancasila students. In particular, the Ministry of Education and Culture has developed guidelines for the development of projects to strengthen the profile of Pancasila students. This is quite reasonable, because the project to strengthen the profile of Pancasila students is a new thing that was not contained in the previous curriculum.

The project to strengthen the profile of Pancasila students is a cross-disciplinary learning that has the aim of observing and thinking about solutions to problems that exist around students (Rachmawati, et al, 2022). The emphasis on the Pancasila student profile strengthening project is that the Pancasila student profile strengthening project is not tied to the Learning Outcomes of the subject or the material being studied in the subject. This means that the project to strengthen the Pancasila student profile exists as an interdisciplinary learning unit. So that the project to strengthen the Pancasila student profile can provide opportunities for students to explore contemporary issues such as environmental issues/global warming and sustainable lifestyles, diversity and tolerance, physical and mental health including well-being, and so on (Anggraena, et al. , 2022).

However, to implement something new in school activities, teachers need a readiness. In relation to the implementation of the Merdeka curriculum, the readiness of teachers in implementing the Merdeka curriculum is a major challenge (Rizki & Fahkrunisa, 2022:35). Because, if the teacher's readiness to teach is lacking, then the learning process is not optimal so that it has an impact on student learning outcomes

(Tumanduk et al, 2018). This also applies to the implementation of the Pancasila student profile strengthening project. Teacher readiness will also have an impact on the implementation of the Pancasila student profile strengthening project. In contrast to the readiness of teachers in learning which has an impact on learning outcomes. The teacher's lack of readiness in implementing the Pancasila student profile strengthening project will have an impact on the achievement of the Pancasila student profile. In fact, the realization of the student profile of Pancasila itself is the goal of education which is emphasized in the independent curriculum. Therefore, a special study is needed to determine the level of teacher readiness in implementing the Pancasila student profile strengthening project.

Furthermore, the readiness of teachers to implement the Pancasila student profile strengthening project can be seen from the level of knowledge of the Pancasila student profile strengthening project itself. In addition, the level of readiness can also be seen from the planning that has been prepared and the preparation of supporting instruments for the implementation of the Pancasila student profile strengthening project. The supporting instrument in question is the planning document project module that will be used in the implementation of the Pancasila student profile strengthening project. Because, with learning planning is the basis for achieving goals (Tumanduk et al, 2018).

## **2 Theoretical Background**

### **2.1 Pancasila student profile strengthening project**

The Pancasila student profile is the ideal character and ability for Indonesian students to be realized through the implementation of an independent curriculum. These characters and abilities are formed in students' daily lives. More importantly, the realization of the Pancasila student profile is carried out through the culture of the education unit, intracurricular learning, projects to strengthen the Pancasila student profile, and extracurricular activities (Satriya, et al, 2022: 3). Thus, the Pancasila Student Profile can be used as a guide for all stakeholders, especially teachers and students, in carrying out the learning process. (Sulistiyati, et al, 2021: 2)

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The project to strengthen the profile of Pancasila students is a cross-disciplinary learning that has the aim of observing and thinking about solutions to problems that

exist around students (Rachmawati, et al, 2022). The emphasis on the Pancasila student profile strengthening project is that the Pancasila student profile strengthening project is not tied to the Learning Outcomes of the subject or the material being studied in the subject. This means that the project to strengthen the Pancasila student profile exists as an interdisciplinary learning unit. So that the project to strengthen the Pancasila student profile can provide opportunities for students to explore contemporary issues such as environmental issues/global warming and sustainable lifestyles, diversity and tolerance, physical and mental health including well-being, and so on (Anggraena, et al. , 2022).

## **2.2 Teacher readiness to implement the Pancasila student profile strengthening project**

The project to strengthen the profile of Pancasila students is a cross-disciplinary learning that has the aim of observing and thinking about solutions to problems that exist around students (Rachmawati, et al, 2022). The emphasis on the Pancasila student profile strengthening project is that the Pancasila student profile strengthening project is not tied to the Learning Outcomes of the subject or the material being studied in the subject. This means that the project to strengthen the Pancasila student profile exists as an interdisciplinary learning unit. Thus, teachers need to be prepared to implement projects to strengthen the Pancasila student profile.

Readiness is a competency, so someone who has competence means that someone has sufficient readiness to do something (Arikunto, 2001: 54). This readiness starts from the understanding, mentality, and ability of the teacher that comes from within the teacher himself in carrying out teaching and learning activities. Thus, to implement the project to strengthen the profile of Pancasila students, teachers need good understanding. In addition, teachers need good planning to implement projects to strengthen the Pancasila student profile.

## **2.3 Research questions**

The following research questions were raised to guide the conduct of the study:

1. What is the level of teacher understanding of the Pancasila student profile strengthening project?
2. What is the level of teacher planning in planning the Pancasila student profile strengthening project?

### **3 Research Methods**

#### **3.1 Research design**

This research is a qualitative research. Qualitative research is research that takes data from fieldwork carried out by means such as observation, interviews, or analyzing documents (Patton, 2005). This research approach was chosen because researchers must analyze the readiness of teachers in implementing the Pancasila student profile strengthening project.

#### **3.2 Population and Sample**

The population in this study were teachers at SD Negeri Karangasem, Andong District. Purposive sampling is a sampling technique used in this study. The use of this technique involves identifying and selecting individuals or groups of individuals who specifically have knowledge or experience with the phenomenon of interest (Cresswell & Plano Clark, 2011). Karangasem State Elementary School teachers with the number of teachers for the 2022/2023 academic year as many as two classroom teachers are the sample selected in this study. This school was chosen because it has been designated as a Sekolah Pengerak so that it must implement the latest curriculum, namely the independent curriculum. With the implementation of an independent curriculum, teachers are also required to implement projects to strengthen the profile of Pancasila students. Two classroom teachers were selected to be interviewed using a convenience sampling technique.

#### **3.3 Data Collections Tools**

Understanding test of the Pancasila student profile strengthening project, questionnaire, semi-structured interviews, and observations were used to collect data. These various data sources allow triangulation of data to reduce bias and at the same time develop a deeper understanding of the problem under study (Creswell, 2012). The instrument was developed by the researcher. Understanding test of the Pancasila student profile strengthening project was used to get more detailed information about the teacher's understanding. Questionnaire used to obtain data on teacher readiness to implement the Pancasila student profile strengthening project. In semi-structured interviews, interview were held to obtain detailed information about teacher readiness, planning, and actual practice. Also in observations, observations aims to obtain more detailed information about teacher planning in implementing the Pancasila student profile strengthening project.

#### **3.4 Data Analysis**

Interactive analysis is used to analyze research data. Miles and Huberman (Rijali, 2019) state that interactive analysis begins with data collection that interacts with the data

analysis process, and data reduction. The next step is to present the data and draw conclusions. All these processes interact with each other in an interactive analysis method.

## 4 Result

### 4.1 The level of teacher understanding of the Pancasila student profile strengthening project

To find out the level of understanding of the teacher about the Pancasila student profile strengthening project, a test with 20 items was used. The test questions were prepared based on a guidebook on the Pancasila student profile strengthening project that had been launched by the Ministry of Education and Culture which consisted of several topics. These topics are the concept of Pancasila student profile strengthening project, preparing the ecosystem of education units, designing projects, managing projects, documenting and reporting project results, as well as project evaluation and follow-up. The data results are presented in Table 1 below.

**Table 1.** Understanding test scores about the Pancasila student profile strengthening project

Topics	Score		Average
	Subject 1	Subject 2	
Pancasila student profile strengthening project	87	88	87,5
Preparing the ecosystem of education units	83	86	84,5
Designing projects	87	87	87
Managing projects	85	85	85
Documenting and reporting project results	82	84	83
Project Evaluation and Follow-up	81	82	81,5
Average	84,17	85,33	
Final average	84,75		

Based on table 1, it is known that the teacher's understanding of the Pancasila student profile strengthening project is at a good level with an average score of 84.75. This shows that the teacher has fulfilled one of the indicators of readiness to implement the Pancasila student profile strengthening project. Teacher understanding is a sign of teacher readiness in carrying out teaching and learning activities (Arikunto, 2001: 54).

Based on table 1, it can also be seen that the teacher has a very good understanding of the concept of the Pancasila student profile strengthening project and a very good understanding of managing projects with an average score of 87.5 and 87. The high score is caused by several things, one of which is that the teacher has attended education and training. driving school. This is as expressed by the teacher in the interview who stated:

*"Yes, I quite understand the concept of projects to strengthen the profile of Pancasila students, and manage projects. Because I have received an in-depth explanation while attending the driving school education and training. At the training, it was emphasized that the common perception about the project to strengthen the profile of Pancasila students was emphasized. In addition, teachers are also required to be able to design projects well, because the project to strengthen the Pancasila student profile is a new thing so it needs good planning and management to be carried out optimally".*

Although in general the teacher's understanding score on the Pancasila student profile strengthening project is at a good level, on some topics the teacher's understanding gets a fairly low score. The topics were the topic of documenting and reporting project results, and evaluation and follow-up which received scores of 83 and 81.5, respectively. This is quite reasonable, because these two topics are the final stage in the implementation of the Pancasila student profile strengthening project so that teachers do not understand them optimally. This is supported by the results of interviews which state:

*"Yes, these two topics are the final stages of the project, so I haven't studied them maximally because they are still focused on the topic of the project concept of strengthening the Pancasila student profile and project management planning. In addition, it is not optimal to study the topic because the time available to study is very limited."*

Based on this description, it can be seen that the level of teacher understanding about the Pancasila student profile strengthening project is at a good level. The teacher has a very good understanding of the concept of the Pancasila student profile strengthening project. The teacher also understands the procedures for managing a project. However, there are some notes related to teacher understanding that need to be improved on several topics. These topics are the topic of documenting and reporting project results, and evaluation and follow-up.

#### **4.2 The level of teacher planning in planning the Pancasila student profile strengthening project**

To determine the level of teacher planning in planning a project to strengthen the Pancasila student profile, a questionnaire of five statements was used. The data results are presented in Table 2 below.

**Table 2.** Questionnaire for the level of planning the Pancasila student profile strengthening project

Topics	Score		Average
	Subject 1	Subject 2	
I have allocated lesson hours	3	4	3,5
I've drawn up an implementation schedule	3	3	3
I have coordinated with related parties	2	2	2
I've created a project module	4	4	4
I have made an evaluation instrument	1	2	1,5
Average	2,6	3	
Final average	2,8		

Based on table 2, it can be seen that the level of project planning for strengthening the Pancasila student profile is at a good level with a score of 2.8. This shows that one indicator of readiness to implement the Pancasila student profile strengthening project has been fulfilled. Because, one indicator of readiness is the ability of teachers who come from within the teacher himself in carrying out teaching and learning activities (Arikunto, 2001:54). This capability includes teaching and learning planning activities.

Based on table 2, it can also be seen that teachers are ready to implement the Pancasila student profile strengthening project. This can be known based on the score on the project module making items that get a high score (4). This readiness is also supported by the allocation of lesson hours and class schedules to carry out project activities to strengthen the profile of Pancasila students. However, teachers need to make improvements to the aspects of making project evaluation instruments to strengthen the Pancasila student profile, because the scores obtained are still low. Therefore, teachers should make improvements to planning.

## 5 Discussion

The project to strengthen the profile of Pancasila students is a cross-disciplinary learning that has the aim of observing and thinking about solutions to problems that exist around students (Rachmawati, et al, 2022). The emphasis on the Pancasila student profile strengthening project is that the Pancasila student profile strengthening project is not tied to the Learning Outcomes of the subject or the material being studied in the subject. This means that the project to strengthen the Pancasila student profile exists as an interdisciplinary learning unit. Thus, teachers need to be prepared to implement projects to strengthen the Pancasila student profile.

Readiness is a competency, so someone who has competence means that someone has sufficient readiness to do something (Arikunto, 2001: 54). This readiness starts from the understanding, mentality, and ability of the teacher that comes from within the teacher himself in carrying out teaching and learning activities. Thus, to implement the project to strengthen the profile of Pancasila students, teachers need good understanding. This is in accordance with the results of research which shows that in general teachers have a good understanding.



The teacher's lack of understanding of the nature of the curriculum can result in delays in curriculum implementation (Zuryanti et al, 2017). Thus, a good understanding of the Pancasila student profile strengthening project as part of the independent curriculum is a good indicator of the smooth implementation of the Pancasila student profile strengthening project. However, teachers' understanding of project evaluation and follow-up needs special attention, because the results of the study showed a fairly low score. This is reinforced by the opinion of Achmad et al (2022) which states that in relation to evaluation, many educators do not understand the proper and correct implementation of evaluation. Therefore, the understanding of project evaluation and follow-up needs special attention.

Furthermore, related to teacher readiness in the planning aspect of the Pancasila student profile strengthening project, the results showed quite good results. Learning planning is an important step that must be done by the teacher before teaching. Through careful planning, the learning process will be more organized (Emiliasari, 2019). This is also in line with the implementation of the Pancasila student profile strengthening project. With careful planning, the implementation of the project process for strengthening the profile of Pancasila students becomes orderly so that it can achieve its goals. The purpose of implementing the Pancasila student profile strengthening project is the realization of students who have a Pancasila student profile.

## 6 Conclusion

The project to strengthen the profile of Pancasila students is a cross-disciplinary learning that has the aim of observing and thinking about solutions to problems that exist around students. The emphasis on the Pancasila student profile strengthening project is that the Pancasila student profile strengthening project is not tied to the Learning Outcomes of the subject or the material being studied in the subject. This means that the project to strengthen the Pancasila student profile exists as an interdisciplinary learning unit. Thus, teachers need to be prepared to implement projects to strengthen the Pancasila student profile.

The results showed that understanding of the project to increase the profile of Pancasila student at good level. And then the level of project planning for strengthening the Pancasila student profile is at a good level. However, the implementation of the project to strengthen the profile of Pancasila students requires a lot of preparation. The reasons given by the teacher were that the project to strengthen the profile of Pancasila students was a new thing. Teachers still feel unfamiliar with the new curriculum. In addition, the limited time to study and prepare for the application is one of the main factors. However, teachers feel challenged to implement a project to strengthen the profile of Pancasila students.

The conclusion of this study is that a good understanding is a catalyst for the implementation of the Pancasila student profile strengthening project. Furthermore, to implement a project to strengthen the profile of Pancasila students, good planning is needed. With good planning, the implementation process will become orderly so that it can achieve the goal, namely the realization of students with the Pancasila student profile.

However, teachers' understanding of project evaluation and follow-up needs attention. The results of this study are expected to be one of the references in implementing the Pancasila student profile strengthening project. The researcher recommends that further research is needed regarding project evaluation and follow-up, because this is a new topic for teachers.

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