Survey of Teachers' Learning Resource Needs for "Projek Penguatan Profil Pelajar Pancasila (P5)" in Elementary School

Ryan Dwi Puspita[1], Trisna Nugraha[1], Faridillah Fahmi Nurfurqon[1], Sofyan Nur Mahardika[1]

[1] IKIP Siliwangi, Canal Road Jend. Sudirman, Baros, Cimahi City, West Java, Indonesia 40521
ryan.dwi@ikipsiliwangi.ac.id

Abstract. The implementation of the independent curriculum must be supported by the provision of teacher learning materials and innovative teaching tools both in intra-learning and Pancasila student profile project learning. The aim of this research is to determine the need for teacher learning resources in the form of platforms to support the implementation of Projek Penguatan Profil Pelajar Pancasila (P5) (*Pancasila Student Profile Strengthening Project*) in elementary schools. The research method used is survey with elementary school teacher respondents in the West Java region. Data collection techniques were carried out by distributing questionnaires in the form of closed questionnaires with a Likert scale and open questionnaires. Data processing techniques are carried out by editing, coding, entry and descriptive analysis. Survey results show that elementary school teachers in the West Java region need learning resources in the form of platforms that can be accessed wherever they are. This is proven by the availability of learning resources in the form of a special platform that is easy to access regarding the project to strengthen the profile of Pancasila students which is still not available. The conclusion from this research is that teacher learning resources related to content are needed Projek Penguatan Profil Pelajar Pancasila in elementary education.

Keywords: Elementary School, Learning Resource, Projek Penguatan Profil Pelajar Pancasila (P5)

1   Introduction

The applied curriculum is one of the important components needed to support educational progress. Through the curriculum, it is hoped that successful education can be implemented [1], [2]. However, changes to the applied curriculum often change over time and cannot be avoided, including in Indonesia. Curriculum changes that often occur in Indonesia show that the implementation of the curriculum must be adjusted to developments in society and the needs of students [1], [3]. One of these things happened during the post-Covid-19 pandemic period where the Indonesian government tested a new curriculum called the Independence Curriculum. The presence of the independent curriculum as a complement to the previous curriculum is expected to restore post-

pandemic learning conditions for students based on the importance of each student's differences and learning [3], [4].

One of the program innovations carried out by the Indonesian government through the independent curriculum is the P5 activity which is a project-based co-curricular activity designed to strengthen students' competency and character achievements in accordance with the Pancasila Student Profile which refers to Graduate competence standard. The Pancasila Student Profile is intended to answer the big question of Indonesian education, namely what kind of students with competencies the education system in Indonesia wants to produce [1]. Therefore, through the P5 Project, it is hoped that it can become an optimal means of character education in encouraging students to become lifelong learners who are competent, have character and behave in accordance with the values of Pancasila as the nation's ideology [2].

The P5 concept as part of the independent curriculum is expected to provide opportunities for students to be able to adapt to various learning situations in a flexible and enjoyable way [2], [3]. As for implementing P5 in elementary schools, schools can involve industry and the community in designing and implementing P5 [1], so this is based on the fact that a climate of positive cooperation in education needs to be implemented in order to produce competent and characterful outcomes in accordance with the Pancasila Student Profile [3]. In addition, teachers have the freedom to choose various teaching tools, so that learning has relevance to students' learning needs and interests [4], [5]. However, the dissemination of the independent curriculum concept, especially P5, has not yet been carried out on a massive and innovative basis, especially in terms of providing teacher learning materials and innovative teaching tools. Even though the government has provided learning resources in the form of the "Platform Merdeka Mengajar (PMM)", not all teachers can access them due to limited technological capabilities. Thus, it is necessary to carry out a needs analysis in developing a special platform with P5 content that can provide learning resources for teachers in understanding and inspiring the implementation of P5 in elementary schools.

Based on this introduction, this research was conducted to answer the research question of what kind of learning resources which teachers need to support the implementation of P5 in elementary schools. Thus, to answer these research questions, an in-depth analysis is needed regarding the standard needs of teachers in understanding and implementing P5 in elementary schools, so that the research carried out is expected to provide a basic and in-depth analyses of platform projections as a learning resource that teachers need in understanding and implement P5 in the primary school in question.

2   Method

The study used non-experimental research which was carried out using survey methods. The survey in question aims to collect data and information related to information on teacher learning resource needs in the form of platforms to support the implementation of the P5 in elementary schools. This is based on surveys in the field of education often using test results, self-completed questionnaires, and attitude scales where researchers try to collect large-scale data from samples that are as representative as possible [6].

This survey involved 146 elementary school teacher respondents working in the West Java region. The data collection technique was carried out by distributing a questionnaire as a research instrument which contained several statements and questions in the context of a closed questionnaire which was developed using a Likert scale and an open questionnaire. In more detail, the research instrument or questionnaire in question consists of 3 parts, namely 1) respondent identity sheet, 2) P5 needs analysis sheet which is packaged in closed questions based on a Likert scale, 3) open question sheet in the form of suggestions and comments related to learning resource needs. supporting implementation of P5. The development of this questionnaire was motivated by the fact that using a structured questionnaire would be more effective and relatively easy to manage and analyze the data [6], [7]. Data analysis techniques are carried out by editing, coding, entry and descriptive analysis. The data analysis carried out was based on the questionnaire assessment score guidelines which are represented in Table 1 below [8], [9].

Table 1. The Guideline Score Assessment

Rating	Explanation (Priority Level)	Score
NP	Not a priority	1
LP	Low Priority	2
MP	Medium Priority	3
HP	High Priority	4
E	Essential	5

Next, all data from the teacher needs response questionnaire is summarized and each statement item is calculated using a formula, then the numerical scores are interpreted into categories and descriptive analysis is carried out [10]. To find out the next level of criteria, the score obtained in % with descriptive analysis of percentages consulted with the criteria table below.

3 Result and Discussion

Research results based on P5 needs analysis sheets packaged in closed questions based on the likert scale are described in table 2 below.

Table 2. Data analysis results from closed shelves of P5 Learning Resource Needs for Elementary School Teachers

Number	Indicator		1	2	3	4	5
1	Respondents' knowledge of P5	Amount	1	6	37	78	23
		Con	1	12	111	312	115
		%	0.7	4.1	25.5	53.8	15.9

Number	Indicator		1	2	3	4	5
	Percentage of Achievement			**76%**			
	Interpretation			**Know (not in depth)**			
2	Respondent's knowledge of the Platform to be a Learning Resource for P5.	Amount	0	9	44	74	18
		Con	0	18	132	296	90
		%	0	6.2	30.3	51	12.4
	Percentage of Achievement			**73,93%**			
	Interpretation			**Know (not in depth)**			
3	Respondent's knowledge of PMM	Amount	0	5	29	77	34
		Con	0	10	87	308	170
		%	0	3.4	20	53.1	23.4
	Percentage of Achievement			**79,31%**			
	Interpretation			**Know (not in depth)**			
4	Facilitation of respondents in obtaining learning resources for examples of P5 activities	Amount	0	4	36	77	28
		Con	0	8	108	308	140
		%	0	2.8	24.8	53.1	19.3
	Percentage of Achievement			**77,79%**			
	Interpretation			**Good**			
5	Facilities for respondents in obtaining learning resources for P5 modules	Amount	0	8	36	77	24
		Con	0	16	108	308	120
		%	0	5.5	24.8	53.1	16.6
	Percentage of Achievement			**76,14**			
	Interpretation			**Good**			
6	Facilitation of respondents in obtaining other supporting learning resources for P5 implementation.	Amount	0	7	42	73	23
		Con	0	14	126	292	115
		%	0	4.8	29	50.3	15.9
	Percentage of Achievement			**75,45%**			
	Interpretation			**Good**			
7	Availability of learning resources that make it easy for respondents to obtain references for P5 implementation.	Amount	0	4	30	69	42
		Con	0	8	90	276	210
		%	0	2.8	20.7	47.6	29
	Percentage of Achievement			**80,55%**			
	Interpretation			**Essential**			
8	Availability of a dedicated learning resource platform that is easily accessible about P5.	Amount	0	6	30	65	44
		Con	0	12	90	260	220
		%	0	4.1	20.7	44.8	30.3

Number	Indicator		1	2	3	4	5
	Percentage of Achievement			**80,28%**			
	Interpretation			**Essential**			
9	Availability of a sum-ber learning platform with chat features to discuss with either experts or peers about P5.	Amount	2	5	26	66	46
		Con	2	10	78	264	230
		%	1.4	3.4	17.9	45.5	31.7
	Percentage of Achievement			**80,55%**			
	Interpretation			**Essential**			

Based on the above data then can be explained for points 1,2,3 related to the knowledge of respondents about P5, the availability of learning resources and about PMM categorized that respondents already know but not in depth. This is because the socialization and scanning of the independent curriculum is not even to all the primary schools that are in West Java. Changes in the national curriculum in Indonesia have led to a new need for professional development of teachers[11]. Some studies have identified that this need is related to two factors, namely describing the need for teacher learning resources for specific learning and differentiation in teaching in each school [12][13]. These findings relate to the need for the availability of learning resources for teachers, which is the result of analysis from points 7,8 and 9 namely related to the availability of learning resources in the form of a special platform that is easy to access regarding P5. This is reinforced by open questionnaire data presented by fourteen respondents, namely:

> "The need for learning resources that are easily accessible by anyone and anywhere with easy-to-understand loads, the availability of module samples, learning videos with P5 Applications that take into account local cultures or can be adapted locally according to their respective school environments."

The above data suggests that it is necessary for teachers to have access to learning resources as an accessible learning resource. This is the impact of a pandemic period, in which teachers spend more time on online learning, and this creates many opportunities for the platform as an option as an easily accessible learning source [14]. Using technology-based learning resources can provide a learning experience that enriches the current knowledge by involving teachers directly[15], a learning environment mediated by technology can enhance the learning experience and provide unique situations to activate the motivation and independence of teachers[16][17]. The result of the raise of 4,5,6 points is that the facility of respondents in obtaining learning resources for examples of P5 activities has been categorized well. However, this needs to be analyzed more deeply, although learning resources are easily accessible but not all teachers are able to access and classify the information contained in such learning resources. It's closely related to the teacher's professional knowledge of the ability to use technology [18][19][20].

Other findings from the other sixty-six respondents were:

"Learning resources are needed that can be accessed with a Google account in general, availability of tips and tricks in implementing P5, availability of examples of modules adapted to examples of implementation videos, simple essays related to overcoming P5 learning barriers are available."

The above learning resource needs are critical to be met because in the field, some primary schools implement curricula independently[21], which makes it difficult for some teachers to set themes, choose P5 sub-themes, define activities, compile project modules, and evaluate their implementation[22]. This finding reinforces the explanation given by most respondents that the need for learning resources is a digital platform with P5 focused content. The use of platforms as a learning resource is part of information technology that can spread knowledge quickly and is a major driving force behind education reform[23][24]. Nevertheless, the use of this digital learning resource platform requires adaptation, preparation and support from various stakeholders[25].

4   Conclusion

The conclusion of the research survey of teacher learning resources needs for P5 in elementary schools is that it needs easy-to-reach learning resources with content loads that focus on P5 implementation in primary schools. Based on this, it is necessary to develop a digital learning resource including a dedicated platform loaded with P5 so that teachers can access and choose P5 content as a source of inspiration easily. But to make this happen requires the preparedness of various parties from both the government, further researchers and primary school teachers as users. Further action of this research is the development of a specialized platform loaded P5 as an accompanying PMM.

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