



Validation of Learning Resources for Teacher in Implementing “Projek Penguatan Profil Pelajar Pancasila” (P5) in Elementary School

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Abstract. The aim of this research is to determine the results of innovative learning resources in the form of examples of project videos in increasing the readiness of elementary school teachers in implementing Projek Penguatan Profil Pelajar Pancasila (P5) (*Project for Strengthening Pancasila Student Profiles*) in elementary schools. The research method used is descriptive. The samples used were three experts, namely material experts, media experts and language experts from two leading universities in West Java, Indonesia. Data was collected through a questionnaire containing expert validation instruments with a Likert scale. Data analysis was carried out using a quantitative approach, namely descriptive statistics. The research results show that learning resources in the form of project video examples are suitable for use with minor revisions. Examples of project videos that have been validated by experts and have been revised will be ready to be applied in further research.

Keywords: Elementary School, Learning Resource, Teacher, Projek Penguatan Profil Pelajar Pancasila

1 Introduction

Merdeka Curriculum aims to develop character through the concept of Profil Pelajar Pancasila, which is several characteristics and competencies that students are expected to achieve based on the noble values of Pancasila. The Merdeka Curriculum focuses on developing student character by bringing out the concept of the Profil Pelajar Pancasila. The character of Profil Pelajar Pancasila was formulated from Indonesia's national education goals [1] [2], which have six dimensions, namely: faith, devotion to God Almighty and noble character, working together, global diversity, critical reasoning, creativity and independence [3] [4]. These six dimensions are expected to help students develop these characteristics in learning [5]

Profil Pelajar Pancasila is being discovered through the learning process at school, including face-to-face (intracurricular), project-based extracurricular and co-curricular activities [6]. Co-curricular activities are student learning activities to strengthen, deepen, and enhance the learning material in extracurricular activities [7]. Intracurricular activities cover 70-80% of lesson hours, and co-curricular activities

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cover 20-30% [8] In the Merdeka Curriculum, students are also directed to develop their potential not only in intracurricular activities, but also in extracurricular and co-curricular [2]

In implementing the project strengthening of Profil Pelajar Pancasila, each teacher prepares some modules independently [9] Hence, every school can implement it with different activities according to their needs. The interview results of several teachers who had implemented the Merdeka curriculum in their schools stated that in realising the project strengthening of Profil Pelajar Pancasila, teachers found a lack of references in implementing it. They discern that the implementation of the projects is incomprehensible. Some teachers consider that its application focuses on the products assembled and exhibited in the final project called "Panen karya". Currently, the project strengthening of Profil Pelajar Pancasila does not focus on the product but on how students solve the problems.

Implementing the P5 starts with identifying students' problems [10] [11]. Afterwards, teachers and students will determine the problem, including the theme in implementing the project. There are six themes applied in P5, namely: "bangunlah jiwa dan raga, Berekayasa dan berteknologi, Bineka tunggal ika, Gaya hidup berkelanjutan, Kearifan lokal, Kewirausahaan dan Suara Demokrasi yang diperuntukan untuk semua dan yang setara" [9]

Based on the interview results, teachers stated they were confused regarding involving these themes in the project. Teachers believe there is a lack of references in implementing it. Thus, teachers have only been groping about how to apply these themes in the project. Teachers expect there will be a learning resource regarding how to implement the teaching modules.

The learning resources must include teaching modules and videos on implementing the project strengthening of Profil Pelajar Pancasila. Thus, other teachers can adopt and create teaching modules related to the problems and characteristics of their students [11]. These two learning resources are essential to become learning materials to support teachers in preparing their teaching modules. This learning resource can inspire teachers to organise teaching modules according to the chosen theme.

Based on those descriptions, the author determined the title of this research as an Innovation of Learning Resource to Boost Teacher Readiness in Implementing the project strengthening of Profil Pelajar Pancasila. With this innovative learning resource, teachers are expected to get appropriate references.

2 Method

This research is qualitative descriptive research, in which the data form of data is then described. The subjects in this research were three experts as respondents. The data obtained comes from the assessment by the linguists, media, and material experts. The data collection technique was carried out using a questionnaire. The instrument used is an expert validation sheet. The aspects assessed are the content, material, and language appropriateness. The Likert Scale is used to classify five-choice answers, starting from "1" to "5" with a range of very good, good, quite good, poor, and inferior.

The steps for analysing validation results carried out by experts are as follows.

1. Data obtained from experts was then converted into qualitative data.

2. Calculate the percentage with the score obtained, then divide the maximum score multiplied by 100%.
3. Interpret the percentage results. The score interpretation criteria are as follows [12].

Table 1. Score interpretation criteria.

Criteria	Score Presentation
81 – 100%	Very good
61 – 80%	Good
41 – 60%	Enough
21 – 40%	Not enough
0 – 20%	Very bad

Table 1 was used to define the validation of the development product. A product was declared valid if the percentage score acquired was 41-60% in the "Good Enough" category.

3 Result and Discussion

The data obtained from this research is from product validation by experts and assessments by language, media, and material experts. The data was converted using interpretation score criteria to determine whether the product being developed was valid or not. A product declared worthy if the score obtained is at least between 41-60% is in the "Pretty Good" category [13].

The experts then validated the learning resource through the video projects. The assessment includes three aspects: the appropriateness aspect of presentation, the appropriateness aspect of the material, and the appropriateness aspect of the language. Validation result data is obtained by ticking (√) in the score range 1-5. Apart from that, experts also provide criticism and suggestions on the validation sheet. The summary of expert validation data is presented in Table 2.

Table 2. Recapitulation of results.

Number	Assessment Indicators	Results (%)	Category
Material Coverage			
1	Completeness of the material in the video	92	Can be used
2	The breadth of material in the video	92	Can be used
3	Depth of material in the video	92	Can be used
Average		92	
Accuracy of Material			
4	Accuracy of image use	83	Can be used

Number	Assessment Indicators	Results (%)	Category
5	Explanation of material	92	Can be used
6	Clarity of material flow	83	Can be used
Average		86	
Compliance with Laws & Regulations			
7	Compliance with IPR in videos	92	Can be used
8	The videos presented are free of SARA and PORNOGRAPHY	92	Can be used
Average		92	
Skill Dimensions			
9	Linkage to skill aspects	83	Can be used
10	The flow in the video presented	92	Can be used
11	Activity characteristics refer to approaches that are in accordance with the curriculum	92	Can be used
Average		88	
Presentation Techniques			
12	Systematic video presentation	83	Can be used
13	The sequence of presentation in the video	83	Can be used
14	The logic of video presentation	83	Can be used
Average		83	
Supporting Material Presentation			
15	Suitability and accuracy of illustrations	92	Can be used
16	Advance organizer (learning motivation generator) at the beginning of the video session	92	Can be used
Average		92	
Cum Total = 1,418		88.6	Worthy

Table 2 shows that the material coverage aspect obtained an average score of 92% in the "usable" category. Regarding material accuracy, the average score was 86% in the "usable" category. Regarding compliance with laws and regulations, an average score of 92% was obtained in the "usable" category. In the skill dimension aspect, an average score of 88% was obtained in the "usable" category. In the presentation technique aspect, an average score of 83% was obtained in the "usable" category. Lastly, the supporting aspect of material presentation received an average score of 92% in the "usable" category.

A material expert, namely one of the professors at the Basic Education Study Program at the Universitas Pendidikan Indonesian, stated that the advice obtained from material experts is that the videos must actively involve students in implementing the project to strengthen the Pancasila student profile. Students act not only as executors, but they must be the main actors, starting from identifying the problems faced by

students to determining solutions to these problems themselves, of course, accompanied by the teacher. So, when students carry out a project to strengthen the Pancasila student profile, they should solve their problems. In this case, students are trained to have skills in searching for information and developing life skills as well as participating in the learning process [14]. Learner activity and involvement in learning will produce a better structured knowledge base for students [15].

The second expert is a media expert, namely one of the media expert lecturers at the elementary school teacher education study program at the Universitas Pendidikan Indonesia whose advice obtained from media experts is that when making videos, several essential things must be considered because videos are audiovisual. The first thing to remember when taking pictures is that the proportions of the image, lighting or light, and image clarity are significant. Next, in terms of sound, clear and without noise are also indicators of making professional videos. Finally, in the editing process, the completeness of the content and information that can add information to a video is also essential. Collaboration between good shooting, clear sound and good editing results will produce quality videos. IT-based teacher learning resources must be conceptualized, especially the readiness of the media [[16], [17].

The third expert is a language expert, namely one of the Indonesian Language Education lecturers at IKIP Siliwangi. The advice from language experts is that the language used in the video must be by the Big Indonesian Dictionary. Starting from the video content script used, the words used during the editing process, and the dubbing sound to fill the video voice must use good language and comply with the KBBI. When written, terms from foreign languages must also be italicized. We often forget to apply these rules when making videos. The readability of discourse in learning resources must be considered so that learning resources are effective and on target [18].

Based on Table 2, it can be concluded that in the appropriateness of presentation, language and material, the overall percentage score was 88.6 in the "suitable for use" category. This shows that the product developed is valid for testing because it meets the minimum category. The minimum category is declared valid if the score obtained is at least between 41-60% in the "Pretty Good" category.

4 Conclusion

This research concludes that learning resources like videos to elevate teacher readiness in implementing the P5 are suitable. This video may become a reference for teachers in implementing the project according to the characteristics of their schools and students by selecting relevant themes. This video can also provide an accurate picture of how to bring out the P5 by existing rules and theories. Thus, there will be no misunderstandings in constructing and implementing it.

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