



Transformation of Strengthening Presentation Skills in Elementary Schools through the *Penguatan Profil Pelajar Pancasila* Project

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Abstract. This study aims to analyze the transformation of student presentation skills through P5 activities and describe the implementation of P5, the implementation of presentation skills in P5, and presentation patterns in P5 activities. The method used in this research is descriptive qualitative with a case study approach. Data sources were obtained from principals, teachers, and students of SDN Brati 01 and SD Muhammadiyah Special Program Kottabarat, as well as information about the implementation of P5 activities in schools. The data of this study are students' presentation skills through the implementation of P5 activities. Data collection techniques used observation, interviews, and documentation. Data analysis techniques used interactive techniques. The results obtained from this study show that P5 activities can be implemented at different times and ways, and the presentation skills applied in P5 varied until there were 3 presentation patterns. The novelty of this study is that it focuses on the transformation of presentation skills.

Keywords: Education, Presentation Skills, P5.

1 Introduction

Schools as formal educational institutions in educational transformation play an important role as a place to implement educational innovations and create a conducive learning environment. Teachers as the frontline in implementing the curriculum and learning need to present a more interesting and interactive learning experience (Thana & Hanipah, 2023). Teachers are expected to be able to design and create innovative learning so that students will easily communicate and realize their ideas (Hasibuan & Prastowo, 2019). To create enjoyable learning, in this Merdeka curriculum, teachers have been given the freedom to compile teaching materials and modules. The Merdeka curriculum has undergone many developments (Iskandar et al., 2023). Curriculum development must have caused many changes in the learning system at school, which will certainly experience obstacles in its implementation (Melani & Gani, 2023).

The Merdeka Curriculum is carried out by emphasizing project-based learning as a solution to problems in the student's environment (Samiha et al., 2023). In implementing the Merdeka Curriculum, the language skills implemented in schools increased by two skills, namely viewing skills and presenting skills (Nurhuda, 2023). Language

functions as a tool for systematic communication and social interaction (Sutianingsih et al., 2023). Language is a natural human attitude as a means of communicating using symbols, sounds, and the five senses (Asip et al., 2022). Language skills consist of 4 aspects, one of which is speaking skills (Pamuji & Setyami, 2021). Presenting skills are related to speaking skills because they have the same goal of expressing information. Presenting skills are more complex because they require speaking and communicating in front of many people to convey ideas, ideas, materials, and others (Anwar et al., 2019; Nurhuda, 2023). Presenting skills are useful for students in supporting critical, constructive learning, as well as developing competencies in the real world (Blegur et al., 2023). Speaking skills not only play an important role in language learning but also in other learning (Aripi & Rohani, 2022).

Speaking skills are used as a tool to argue, convey ideas, and information, and receive information (Khairoes & Taufina, 2019). Teaching students' speaking skills can be done by creating fun learning. A pleasant learning atmosphere can maximize students' learning outcomes (Rahmawati et al., 2019). The presentation method is useful for students because it can create a livelier classroom atmosphere and the enthusiasm of students during learning increases (Damarianty, 2022). (Nikmah et al., 2020) Stated that students' speaking skills consist of two factors, namely internal factors which include the intensity of the use of local languages, family, and individuals. External factors include environmental factors, teachers, and the availability of facilities and infrastructure. Speaking and presenting skills must be possessed by elementary school children who must be trained early (Sapuan et al., 2023).

Improving presentation skills in students can be done in various ways, one of which is in the Pancasila Student Profile Strengthening Project, in Indonesia called *Projek Penguatan Profil Pelajar Pancasila (P5)*. The Pancasila Learner Profile or *Profil Pelajar Pancasila* is a guide to improving the quality of education (Sutianingsih et al., 2023). *Projek Penguatan Profil Pelajar Pancasila (P5)* is cross-disciplinary learning as a form of strengthening the competence of the Pancasila Student Profile (Olin Yuanra, Fitriah Dwi Cahyani, Atikah Mahdia Pratiwi, Anggun Azahra, 2024). Through the *Projek Penguatan Profil Pelajar Pancasila (P5)*, students can develop presentation skills. P5 aims to shape character by the values in the *Profil Pelajar Pancasila* (Alfianti et al., 2024). The implementation of P5 can be implemented flexibly and designed separately from intra-subjects (Budiono, 2023).

The results of research conducted by (Novitasary, 2023) showed that the application of project-based learning models showed improvement. The communication skills of students who were previously in the category range of insufficient, increased in the category of very good. In line with the research conducted by (Arifah & Utami, 2023) states that the implementation of learning skills can be carried out through the implementation of the *Projek Penguatan Profil Pelajar Pancasila (P5)*. Another study also said that P5 is the implementation of differentiated learning in the Merdeka curriculum which aims to develop individual skills and abilities (Sulistiyaningrum Tri & Fathurrahman, 2018). To improve students' abilities, one of the abilities that need to be trained is presentation skills. (Setiawan et al., 2022) in his research found that there are still students who are shy about presenting the results of their work in front of the class.

Based on previous research on speaking and presenting skills above and the importance of skill development through project-based learning in elementary school students, this study focuses on the transformation of students' presenting skills through P5 activities. This study aims to describe the implementation of P5, the implementation of presenting skills in P5 activities, and the pattern of presenting skills of elementary school studentsReferences.

2 Methods

2.1 Type and Design

The method used in this research is a descriptive qualitative research method with a case study approach strategy. Descriptive qualitative research is a research method that aims to understand a condition by describing in detail and in-depth the context that occurs as it is in the field (Fadli, 2021).

2.2 Data and Data Source

This study's data are students' presentation skills through the implementation of P5 activities. Data sources were obtained from principals, teachers, and students of SDN Brati 01 and SD Muhammadiyah Special Program Kottabarat. Other sources are information about the implementation of P5 activities at school.

2.3 Data Collection Technique

Data collection techniques used observation, interviews, and documentation. Observations were made when the implementation of presentation skills during P5 activities took place. Interviews with resource persons namely principals, class teachers, and students regarding the habituation of presentation skills. Documentation in the form of photos of P5 activities, videos of the implementation of students' presenting skills, and the annual/semester program of the elementary school.

2.4 Data Validation

Data validation was conducted using source triangulation and triangulation technique. Source triangulation through interviews with principals, teachers, and students. Triangulation of techniques through observation, interview, and documentation techniques focused on the transformation of strengthening presentation skills in elementary school children at SD N Brati 01 and SD Muhammadiyah Special Program Kottabarat.

2.5 Data Analysis

Data analysis used interactive techniques by (Miles and Huberman, 1984) consisting of data collection, data reduction, data presentation, and conclusion drawing.

3 Result and Discussion

3.1 Result

Based on observations, documentation, and interviews, of the Headmaster, Teachers, and Students at SD Negeri Brati 01 and SD Muhammadiyah Special Program Kottabarat, the following results were obtained:

Implementation of the Projek Penguatan Profil Pelajar Pancasila (P5)

Implementation of P5 in elementary schools is a routine activity carried out following the program contained in the Implementation of Merdeka Curriculum. SDN Brati 01 designs P5 activities at the end of each even semester, while SD Muhammadiyah PK Kottabarat plans P5 activities to be carried out on one day each week. This is as stated in the SD Semester Program (D/10112024) that has been prepared.

The implementation of P5 at SD Negeri Brati was carried out by holding Gelar Karya as well as Market Day. This activity invites all stakeholders in the school, including stakeholders, namely parents or guardians of students. As the Principal of SD Negeri Brati 01 said,

“This activity (Gelar Karya) was attended by all students in grades I-VI by inviting student guardians to participate in appreciating the work of students.” (W/KS/15082024).

The P5 activity is planned to display all the works that have been done by students.

The Principal of SD Negeri Brati 01 also said that the P5 which was carried out through the showcase had invited students to actively participate in presenting their work. In the implementation of P5 which is carried out through this work title, third to sixth grade students are required to make a work in groups which can then be displayed during the work title. Each class is divided into 6 groups. While the first and second grades are only viewers. Examples of products made by students are:



Figure 1. Making jumputan batik and jelly

According to the grade V teacher,

“Project P5 makes students have a personality that is by the values of Pancasila, local wisdom, and entrepreneurship.” (W/G/30092024).

However, the implementation itself is still constrained by students' lack of understanding of Pancasila values, lack of readiness, and limitations. P5 is a new program, so teachers are still constrained in making learning tools and implementation.

Meanwhile, at SD Muhammadiyah PK Kottabarat, P5 is held once a week every Friday. Each batch is determined by a different theme. For grade 5 this year, the implementation of P5 includes the theme of engineering and technology. V grade teacher

“Team 5 a focus on engineering and technology, sub-themes skillfully using Canva and PowerPoint applications. The elements used are faith and piety, creativity, and cooperation. Currently, it is just the stage of making concept maps about the lessons and each group has different subjects.” (W/G/11102024).

The following is a P5 product made by students at SD Muhammadiyah PK Kottabarat based on engineering technology:



Figure 2. Making concept maps, PowerPoint, and anaerobic composter

The teacher also said that by choosing this theme, it is hoped that students will be skilled in making concept maps and powerpoint. In making concept maps, students are formed into 6 groups, and then the results of P5 that have been made will be presented in front of the class (O/11102024).

The implementation of P5 at SD Negeri Brati 01, which is only carried out once at the end of even semester, is very different from that of P5 at SD Muhammadiyah PK Kottabarat, which is more intensely carried out once a week. Even so, the P5 activities implemented by SD Negeri Brati 01 and SD Muhammadiyah PK Kottabarat have had a positive impact on developing students' creativity and skills.

Implementation of Presenting Skills in P5

The implementation of P5 at SD Negeri Brati 01 through this work title is carried out in groups. Each class is formed into several small groups and each group is asked to

make a work with a predetermined theme which is then presented in the work title activity. The products produced include dances, food, batik, wall hangings, and figura.

SDN Brati 01 implements presentation skills in P5 by starting with preparation activities. During the preparation of the showcase and market day, learners are asked to determine what food will be sold on the market day. (T), a grade V student said that after forming groups, learners then determine the various types of food to be sold that are different from other groups and are then asked to present the reasons why they want to sell the food (W/S/30092024). Of course, this method will be a stimulus for students to be able to communicate their ideas.



Figure 3. Work performance and presentation activity

The implementation of presentation skills through the work title is carried out by the MC calling the groups one by one to display the work, one of which is dance. After the MC calls the group, the group prepares themselves according to their respective positions and then performs the dance that has been prepared. Presenting activities are carried out alternately. The grade V teacher said,

“In the working title, presentations are made by each group, of course, according to what they have done. The presentation involves students, teachers, and guardians who participate.” (W/G/30092024).

In the work title activity, learners learn many new things in a fun way. Learners learn to work together, be creative, be entrepreneurial, preserve local culture, and improve their speaking skills and self-confidence (O/30092024). In addition to making students with Pancasila personality, as expressed by the fifth-grade teacher,

“The results obtained after the presentation is carried out, children are more confident, more able to create and innovate, and can improve children's ability to communicate. Children learn to be responsible and can also train critical thinking skills. Children can be oriented with friends, teachers, and parents in preparing to face the real world.” (W/G/30092024).

This activity also aims to foster self-confidence in students, this can be seen in the performance activities (D/30092024). In addition, they are also honed in their ability to present the products they have made, as stated by the fifth-grade teacher.

In contrast, SD Muhammadiyah PK Kottabarat carries out P5 activities according to the lesson schedule that has been prepared. One class at SD Muhammadiyah PK Kottabarat is divided into 6 groups which are then asked to create works, one of which is a concept map. The concept maps contain different subjects from each group. After students are skilled in making concept maps, they will then be asked to make

PowerPoint (D/11102024). The implementation of different P5s will certainly also produce different works. The following are the results of the work made by students of SD Muhammadiyah PK Kottabarat:



Figure 4. Work results and presentation activities

To train presentation skills in students at SD Muhammadiyah PK Kottabarat, a children's cultum is held and carried out by presenting the results of P5 work to the front of the class. Learners are trained to speak in front and if they dare to speak, learners are trained in the correct presentation technique (W/G/11102024). By carrying out presentation activities, it will certainly provide benefits, namely communication skills and self-confidence in students will be more honed (O/11102024). Although P5 activities are carried out once a week, of course, there are still obstacles faced, the fifth-grade teacher said

“Usually children point to each other. Courage in less brave children, usually only those who come forward. The hope is that children will be more competitive and those who dare can be more evenly distributed.” (W/G/11102024).

Presenting skills have been implemented by both primary schools. SD Negeri Brati 01 implemented presenting activities not only verbally by each group explaining the results of their work but also by presenting the work directly without explaining the work made. Meanwhile, at SD Muhammadiyah PK Kottabarat, presentation skills are implemented by practicing students' speaking skills (O/11102024).

Presentation Pattern in P5

SD Negeri Brati 01 carried out presenting activities by students in the schoolyard by displaying the results of their respective works. The grade V teacher said,

“The variations or strategies that I use to teach presentation skills are by making teaching modules, determining the theme of activities or learning, forming groups, inviting students to make presentations in front of the class or outside the class.” (W/G/30092024).

Based on the observation, in the implementation of P5 which is carried out through the work title, there is a presentation activity. Learners began to make presentations, the following presentation patterns were carried out:

Table 1. Pattern 1

Activity	Description
Opening	1. Done by saying greetings 2. Greet the <i>audience</i> 3. Make introductions
Core	1. Explaining how the product is made 2. Explain about the products that are made
Closing	1. Closing with greetings 2. Inviting the <i>audience</i> to visit the booth

In pattern one, the presenting activity begins with the opening

“*Assalamualaikum Warhamatullahi Wabarakatuh*, hello we from group X will explain how to make jumputan batik”.

After the opening, continued with the core activities, in this activity, the learners explained how to make jumputan batik

“Before making batik, we prepare tools and materials, then tie the cloth according to their wishes and dip it in the colors provided. After that, the cloth is rinsed and then placed in the shade.”

After the explanation of the work, followed by the closing

“That's all from our group, *Wassalamualaikum Warahmatullahi Wabarokatuh*”.

After the presentation activity was completed, the *audience* gave appreciation in the form of applause (W/S/30092024).

Presenting activities have certainly been implemented in all schools, but the method of presenting is different. The pattern of presenting carried out by students of SDN Brati 01 is still simple and has been done a lot. In this case, the researcher tried to compare the presentation patterns carried out by students in rural elementary schools (SDN Brati 01) and urban elementary schools (SD Muhammadiyah PK Kottabarat). The following is the presentation pattern carried out by students at SD Muhammadiyah PK Kottabarat:

Table 2. Pattern 2

Activity	Description
Opening	1. Saying greetings 2. Introductions
Core	1. Presenting the material 2. Asking and directing the <i>audience</i> to do something
Closing	1. Closing with greetings

In the presentation pattern above, the presenting activity was carried out in the activity of presenting P5 with the theme of garbage. Presentation activities are carried out by going to the younger class siblings and asking the younger siblings for the time they will make a presentation. The presentation was opened with a greeting followed by an introduction

“*Assalamualaikum Warhamatullahi Wabarakatuh*, we from the fifth-grade will do a presentation on waste”

after the opening, followed by the core activity, namely explaining about waste.

“There are several types of waste, there are organic and inorganic, organic waste is waste that can be decomposed and comes from nature, such as leaves, and so on.”

After the presentation of the material, the learners gave several pictures of waste and asked the *audience* to place them in several types of bins that had been provided. After the core activities, followed by closing

“That's all the presentation from us, *Wassalamualaikum Warahmatullahi Wabarakatuh.*” (W/S/10102024).

In addition to the above presentation pattern, there is also a presentation pattern carried out by students at SD Muhammadiyah PK Kottabarat, namely (W/G/10102024):

Table 3. Pattern 3

Activity	Description
Opening	1. Saying greetings with song
	2. Delivering rhymes
	3. Introducing
Core	1. Presenting the material
Closing	1. Deliver the closing rhyme
	2. Closing with greetings

The presentation activity was opened by singing the song

“Greeting and greetings, pray for each other with our greetings, answer *Walaikum salam*”

After that, continued by reading the rhyme

“In the morning picking tomatoes, picking them in uncle's garden, honorable jury, hopefully, given health”

After the rhyme, then the learners conveyed the material to be presented. The presentation activity is also closed with a rhyme

“Afternoon go to the city, don't forget to buy avocados, that's all the stories from me, hopefully, it can be useful.” (D/11102024).

Based on the presentation pattern above, the presentation activities carried out at SDN Brati 01 and SD Muhammadiyah PK Kottabarat are different (O/11102024). Both primary schools have implemented a transformation of presenting skills. At SD Brati 01, the pattern of presenting carried out by students is still the same and has not varied, while the pattern of presenting by students of SD Muhammadiyah PK Kottabarat has varied with the presence of rhymes and songs. However, the presenting activities carried out by both schools are interesting because both have carried out presenting activities in the schoolyard, which certainly increases the student’s confidence.

3.2 Discussion

Based on the research results, P5 activities have been implemented at SD Negeri Brati 01 and SD Muhammadiyah PK Kottabarat. P5 activities at SD Negeri Brati 01 are planned once a year at the end of even semester, while at SD Muhammadiyah PK

Kottabarat, it is carried out once a week. The implementation of P5 in both schools is carried out by determining the theme in advance according to the characteristics of each school. As (Hermita et al., 2023) said the implementation of P5 in schools can develop themes according to regional culture and conditions so that they are more specific. This was also done by SD Negeri 01 Brati, who chose the theme “Entrepreneurship and Local Culture” in P5 in 2024, while SD Muhammadiyah PK Kottabarat chose the theme “Engineering and Technology” which is in line with current educational conditions.

Projek Penguatan Profil Pelajar Pancasila (P5) emphasizes project-based learning so that it can increase the creativity of students by inviting students to create a work. In line with research conducted by (Mulyani et al., 2023), learning that emphasizes projects has the potential to develop students' creativity. This can be seen by the results of the work that has been made by students who vary according to their respective creations.

The implementation of presenting skills in P5 at SD Negeri Brati 01 is carried out through work title and market day activities, students are trained to have several skills, one of which is public speaking skills in the form of presenting. In line with SD Muhammadiyah PK Kottabarat, in the implementation of presenting skills, all presenters are asked to speak and present their work. Presenting skills cannot be separated from speaking skills because they have the same goal, namely conveying information. Speaking skills are the process of conveying messages and thoughts to the speaker (Magdalena et al., 2021). Speaking and presenting skills are different things, every healthy person can speak, but not necessarily they can have speaking skills (Pradita et al., 2021).

In order to improve presentation skills in students, SD Negeri Brati 01 and SD Muhammadiyah PK Kottabarat do several ways, one of which is training students to be able to carry out presentations outside the classroom. This activity is in line with research conducted by (Arifah & Utami, 2023) that improving skills in learning can be carried out through P5 activities. Based on the results obtained, students' presentation skills increased after the implementation of P5 activities.

The pattern of presenting skills that have been implemented at SD Negeri Brati 01 and SD Muhammadiyah PK Kottabarat is relatively the same, but there are different patterns in the implementation of presenting in P5 activities carried out at SD Muhammadiyah PK Kottabarat. The pattern of presenting skills implemented at SD Negeri Brati 01 consists of opening with greetings and introductions, followed by the delivery of material, closed with greetings. The pattern of presenting has been widely practiced in other schools, one of which is at SD Muhammadiyah PK Kottabarat.

In this study, there are new findings that presenting activities can be done in various ways. One of them is presenting skills at SD Muhammadiyah PK Kottabarat which is carried out by reciting rhymes and songs, of course, it can increase self-confidence in students. As (Wardhani, 2021) in his research revealed presenting in front of the class had an impact on increasing students' self-confidence. The implementation of presentation skills carried out in the schoolyard is certainly a challenge for students because it is witnessed by a larger audience. In this case, schools certainly play a role in increasing students' self-confidence. As (Novita, 2019) states schools provide space

for students to be able to express their self-confidence, with all school members involved in the process of building students' self-confidence.

4 Conclusion

Projek Penguatan Profil Pelajar Pancasila (P5) has been implemented at SD Negeri Brati 01 and SD Muhammadiyah PK Kottabarat. The implementation of P5 in both elementary schools has presentation activities. The application of presentation skills is implemented in P5 through various ways and patterns. The pattern of presenting skills in P5 applied in these primary schools uses the opening, core, and closing patterns. The difference lies in the opening content, besides using greetings, students also greet the audience by singing and rhyming. This shows the transformation of strengthening presentation skills in elementary schools.

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