The Implementation of Projek Penguatan Profil Pelajar Pancasila through The Sasak Heritage Collage Activity in Elementary Schools

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Abstract: This study aimed to determine the practicality of implementing the Projek Penguatan Profil Pelajar Pancasila through the Sasak Heritage Collage activity in elementary schools. The research was conducted in SD Negeri 36 Cakranegara during the odd semester of the 2023/2024 academic year, with data collected from one teacher and 22 students. Descriptive quantitative analysis was performed on the data using implementation sheets, as well as teacher and student response questionnaires. The research findings indicated that: (1) The implementation of Projek Penguatan Profil Pelajar Pancasila through the Sasak Heritage Collage activity was successful in each of the following activities: a) activities investigating Sasambo cultural diversity such as language, traditional houses, and traditional clothing, with an implementation percentage of 84.72%; b) activities investigating Sasambo cultural diversity such as traditional cuisine and dance, with an implementation percentage of 88.89%; c) Sasak heritage collage activity, with an implementation percentage of 100%; and d) presentation activities resulting from Sasak cultural collages, with an implementation percentage of 75.56%. (2) The practicality of implementing the Projek Penguatan Profil Pelajar Pancasila through the Sasak Heritage Collage activity was deemed very practical, with a practicality percentage of 93.75% for teachers and 87.61% for students.

Keywords: Collage; The Sasak Heritage Project; The Profil Pelajar Pancasila.

Introduction

In the 21st century, the world of education faces challenges due to the rapid pace of information and complex problems. This era is characterized by the evolution of information technology, innovation, and globalization. As a result, students need to acquire relevant competencies and skills to succeed (Chalkiadaki, 2018). Education plays a crucial role in developing the skills required in the 21st century. The four pillars of education, i.e. learning to know, learning to live together, learning to be, and learning to live, comprise vital skills such as critical thinking, collaboration, communication, and creativity. These are the skills that are essential in the 21st century (Kurniawati et al., 2019).

In order to produce competent and skilled graduates in the 21st century, it is important to introduce innovative approaches in education. One such approach is the Merdeka Curriculum. The Merdeka Curriculum embodies the essence of independent learning, empowering both teachers and students to develop their abilities, knowledge, and skills by providing them with the freedom they need. (Rahayu et al., 2022) (Cholilah et al., 2023). The Merdeka Curriculum has the ability to foster creativity and promote active learning among students. (Aprima & Sari, 2022). Students and teachers

are more creative and innovative with the freedom to learn (Daga, 2021) (Vhalery et al., 2022).

The Merdeka Curriculum aims to enhance the achievement of the Profil Pelajar Pancasila (Nahdiyah et al., 2022)(Santoso et al., 2023), which was developed to create democratic, superior, and productive Indonesian citizens for the 21st century (Irawati et al., 2022). The curriculum expects students to actively participate in sustainable global development and to be resilient in facing various challenges of the Industrial Revolution 4.0. To achieve this, the Projek Penguatan Profil Pelajar Pancasila is implemented in the Merdeka Curriculum (Rachmawati et al., 2022) (Suryani et al., 2023). According to the Regulation of the Minister of Education and Culture No. 22 of 2020, there are six indicators that make up the Profil Pelajar Pancasila. These indicators include faith and devotion to God, noble character, teamwork, independence, global diversity, and creative and critical reasoning skills (Ulandari & Dwi, 2023) (Mery et al., 2022). These indicators were formulated to create exceptional human resources who possess the ability to learn throughout their life, behave according to Pancasila values, and have global competence (Rusnaini et al., 2021) (Marisa, 2021). In implementing the Merdeka Curriculum, it should be harmonized with the Profil Pelajar Pancasila indicators.

By 2023, the Merdeka Curriculum will be implemented in 130,648 elementary schools or equivalent. In West Nusa Tenggara, 6,451 or 59% of educational units have already implemented the Merdeka Curriculum, including SDN 36 Cakranegara. The Merdeka Curriculum is divided into three categories: Merdeka Belajar, Merdeka Berubah, and Merdeka Berbagi (Kemendikbudristek, 2022).

It is challenging for teachers to implement the Merdeka Curriculum (Saputra et al., 2022)(Rizal et al., 2022). One of the main challenges they face is adapting their teaching tools to fit the curriculum (Fitriyah & Wardani, 2022). In the Merdeka curriculum, teachers must prepare teaching modules for intracurricular activities and project modules for curriculum activities or the Projek Penguatan Profil Pelajar Pancasila (Maulinda, 2022) (Nurhana, 2022). The government has provided several examples of reference modules for the Projek Penguatan Profil Pelajar Pancasila to teachers throughout Indonesia. However, according to researchers, the available project modules have not been integrated with local culture, particularly Sasak culture. This poses a challenge and a need for elementary school teachers in West Nusa Tenggara, especially on Lombok Island, to develop project modules based on Sasak culture. Integrating local culture into learning can help students become more involved in understanding cultural issues in their region and support the

development of the Profil Pelajar Pancasila character for students (Santika, 2022).

In 2022, researchers conducted a study to create valid modules for the Projek Penguatan Profil Pelajar Pancasila, addressing the problems at hand. Further research is needed to evaluate the practicality and implementation of the project, specifically the Projek Penguatan Profil Pelajar Pancasila module. Therefore, the objective of this research is to determine the practicality and implementation of the Sasak Heritage Collage activity in elementary schools, as part of the Implementation of the Projek Penguatan Profil Pelajar Pancasila.

Method

The current research project is a continuation of a previous Research and Development study that was conducted in 2022 (Nurwahidah et al., 2022). The main objective of this research is to determine the practicality and implementation of the "Sasak Heritage Collage" activity in elementary schools, as part of the Implementation of the Projek Penguatan Profil Pelajar Pancasila. The study was conducted during the odd semester of the 2023/2024 academic year at SD Negeri 36 Cakranegara. The research data was collected from 1 teacher and 22 students, and analyzed both quantitatively and descriptively. The research instruments used were implementation sheets, and teacher and student response questionnaires.

The implementation of the Projek Penguatan Profil Pelajar Pancasila through the "Sasak Heritage Collage" activity in elementary schools was obtained by calculating the percentage of project implementation. The project implementation percentage was calculated using non-test assessment calculations (Sufyadi et al., 2021) which were modified into a percentage of project implementation. The equation for project implementation is shown in Formula 1:

$$Percentage\ of\ Implementation = \frac{Score\ Obtained}{Maximum\ Score} \times 100\% \qquad (1)$$

Formula 2 and Table 1 are used to calculate practicality criteria based on the percentage of practicality processed and converted (Akbar, 2013).

Table 1. The Practicality Criteria

Percentage	Criteria
85.01-100	Very practical, or can be used without revision
70.01-85	Quite practical, or usable but needs minor revisions
50.01-70	Not practical, it is recommended not to use it because it needs major revisions
01.00 % - 50 %	Impractical, or should not be used

$$P = \frac{TSe}{TSh} \times 100\% \qquad (2)$$

P   = the practicality percentage
TSe   = the total empirical score (obtained score)
TSh   = the total expected maximum score

It is essential that the implementation of the Projek Penguatan Profil Pelajar Pancasila through the Sasak Heritage Collage activity is practical enough to be used in classroom learning. The practicality level of this implementation should meet a specific percentage requirement based on both teacher and student response questionnaires.

Result and Discussion

Implementation of the Sasak Heritage Collage

The Projek Penguatan Profil Pelajar Pancasila through the Sasak Heritage Collage activity was carried out based on project activities in the Sasak Heritage Project Module developed by Nurwahidah et al. in 2022. The implementation of Projek Penguatan Profil Pelajar Pancasila through the Sasak Heritage Collage activity was measured using an observation sheet instrument which contains three indicators, including 1) preparation and clarity in conveying implementation objectives, 2) implementation of the Sasak heritage project, and 3) reflection. The Projek Penguatan Profil Pelajar Pancasila through the Sasak Heritage Collage activity is implemented through four activities which are described as follows:

1) *Investigate the diversity of Sasambo culture: language, traditional houses, and traditional clothing*

Project activities were conducted to explore Sasambo cultural diversity: language, traditional houses, and clothing. The project implementation percentage was 84.72%, as shown in Table 2.

Table 2. Implementation of Sasambo Cultural Diversity Research: Language, Traditional Houses and Clothing

Indicator	Percentage of implementation
preparation and clarity in conveying implementation objectives	100
implementation of the Sasak heritage project	87.5
reflection	66.67
Project implementation	84.72

During the project activities that were conducted to investigate Sasambo cultural diversity, which included language, traditional houses, and traditional clothing, it was observed that the implementation of preparation indicators and clear communication of implementation objectives resulted in a 100% implementation rate because all activities were carried out successfully. In this indicator, the teacher conveyed the learning objectives, prepared project tools and materials, and captured the students' attention by linking the project materials to their daily lives. On the other hand, the Sasak heritage project implementation indicator achieved a 87.5% implementation rate. In this indicator, the teacher did not carry out all project activities. The activities that were carried out included providing stimulating questions, showcasing videos of Sasambo cultural diversity, and asking questions and providing responses. However, structured assignments were not given to the students as the teacher felt that they should be given at the end of the activity stage to investigate Sasambo cultural diversity. This is because the two activities to investigate Sasambo cultural diversity are interrelated and constitute a series of project activities.

The implementation percentage for the reflection indicator is 66.67%. This indicator includes activities such as providing reinforcement, drawing conclusions, and providing feedback. However, some activities were not reflected upon at the end of the lesson. The reason for this is that reflection activities were not included in the module, so the teacher did not reflect at the end of the lesson.

To improve the project activities investigating Sasambo cultural diversity, such as language, traditional houses, and traditional clothing, some changes need to be made. The first improvement is to include reflection activities. The purpose of this addition is to review the learning process that has taken place (Ritonga et al., 2022). A second improvement involves offering structured tasks to students. The act of giving structured assignments is conditional, which means that assignments may or may not be given depending on whether the students have achieved the learning objectives. If the students have demonstrated sufficient knowledge in class regarding Sasambo's cultural diversity, including language, traditional houses, and traditional clothing, then the teacher does not need to provide structured assignments. However, if students are unable to meet the learning objectives, the teacher should provide structured assignments to help them better understand the material they have studied and to train them to be responsible in carrying out tasks. The goal of providing structured assignments is to enhance student learning and engagement (Hafriani, 2021) (Purnamasari & Widodo, 2018).

2) *Investigate the diversity of Sasambo culture: traditional cuisine and traditional dance*

Project activities investigating Sasambo's cultural diversity, specifically pertaining to traditional cuisine

and dance, were conducted, resulting in an implementation percentage of 88.89%. Table 3 illustrates project implementation for this activity.

Tabel 3. Implementation of Sasambo Cultural Diversity Research: Traditional cuisine and dance

Indicator	Percentage of implementation
preparation and clarity in conveying implementation objectives	100
implementation of the Sasak heritage project	100
reflection	66.67
Project implementation	88.89

During the project activities that aimed to investigate the cultural diversity of Sasambo, three major areas were focused on: traditional cuisine and dance, the implementation of preparation indicators, and clarity in conveying implementation goals and indicators of the Sasak heritage project. All activities in these areas were carried out successfully, achieving a 100% completion rate. In terms of preparation indicators and clarity in conveying implementation objectives, the teacher played an important role in conveying learning objectives, preparing project tools and materials, and attracting students' attention by linking project materials to their daily lives. Regarding the implementation of the Sasak heritage project, the teacher provided trigger questions, explained and showed videos of Sasambo cultural diversity, asked questions, provided responses, and gave structured assignments to students to ensure a more structured and effective learning experience.

During the reflection indicator, it was found that only 66.67% of the implementation was completed. The carried out activities included providing reinforcement, drawing conclusions, and providing feedback. However, activities that were not reflected upon at the end of the lesson were not carried out. This happened because the module did not include any reflection activities, which led to the teacher not reflecting at the end of the lesson. Based on the implementation of project activities that investigated Sasambo cultural diversity through traditional food and dance, it is necessary to make improvements to the series of activities carried out. One of the improvements that needs to be made is the addition of reflection activities. This will help determine the students' responses to the learning activities that have been carried out (Hamzah, 2022).

3) *Sasak Heritage Collage*
Sasak Heritage Collage project was completed with 100% implementation, as shown in Table 4.

Tabel 4. Implementation of Sasak Heritage Collage

Indicator	Percentage of implementation
preparation and clarity in conveying implementation objectives	100
implementation of the Sasak heritage project	100
reflection	100
Project implementation	100

The Sasak Heritage Collage activity was implemented successfully, with all indicators achieving a 100% completion rate. The teacher ensured that the learning objectives were clearly conveyed and that the necessary project tools and materials were prepared. The groups were divided, and project completion time was communicated to the students. During the implementation of the Sasak Heritage Project, the teacher provided the students with sketches of collage images and the required tools and materials. The rules for making the project were explained, and the teacher facilitated the students during the process of working on the project. The reflection indicators were given due importance, and feedback, reinforcement, conclusions, and reflection were provided. Although reflection activity was not included in the module, the teacher took the initiative to carry it out. This was done to understand the students' responses after carrying out the collage learning activity. The Sasak heritage collage activity was the first activity carried out in the class, and the teacher was curious to know the students' reactions to it.

Based on the implementation of the Sasak Heritage Collage activity, it is recommended to make improvements to the series of activities carried out. The addition of reflection activities is necessary to determine students' responses to the learning activities that have been carried out (Nugraha et al., 2020).

4) *Presentation of the results of the Sasak Cultural Collage*
Project implementation activities for the results presentation were carried out with a 75.56% completion rate. Table 5 shows progress.

Table 5. Implementation of Presentation of the results of the Sasak Cultural Collage

Indicator	Percentage of implementation
preparation and clarity in conveying implementation objectives	66.67
implementation of the Sasak heritage project	60
reflection	100
Project implementation	75.56

During the project activity that involved presenting the results of the Sasak cultural collage, the implementation of the indicators for delivering the

implementation objectives and indicators for the Sasak heritage project was 66.67%. This was because not all activities were carried out as planned. Although the delivery of learning objectives and division into presentation groups was carried out, the preparation of assessment sheets for the presentations of collage results was not done.

The teacher failed to prepare an assessment sheet for the presentation of the college results because the assessment sheet listed in the module did not match the collage activity. The teacher took the initiative to change the assessment technique for presenting the results since the assessment sheet listed in the module was not appropriate. The previous assessment technique used assessment sheets filled in by the teacher, but this was changed to peer assessment.

Peer assessment involved all the students and teachers outside the classroom to provide direct assessment of the students' college results. This was done by giving stickers to group collages that were considered the neatest and most interesting. The students' collages were then displayed on the school walls.

The Sasak heritage project was implemented with a 60% success rate due to incomplete activities. The implementation indicator included managing time and information, selecting the top three collage results, and assisting students during the presentation process. The three best college results were selected based on peer assessment. However, two activities, namely, question and answer sessions between groups and writing conclusions based on group presentations were not carried out due to the change in presentation technique. Instead of presenting in class, students showcased their collages outside of the class in a collage exhibition. Since students presented their results to other students outside of the class, there were no question and answer sessions between groups and writing conclusions about the results of the presentation. Nonetheless, the exhibition was successful in attracting the attention of all teachers and students at the school. They enthusiastically viewed the collages, asked questions, and assessed the students' college results.

During the Sasak cultural collage presentation activity, reflection played an important role. The implementation percentage was 100% which signifies that all activities were carried out successfully. Reflection indicators help in providing feedback, drawing conclusions, and reflecting on the learning process. Although the reflection activity was not included in the module, the teacher initiated it since it was the first activity carried out in class. Furthermore, the high level of student activity during the presentation activity made the teacher interested in knowing the students' responses.

Based on the implementation of the Sasak cultural collage presentation activity, certain improvements need to be made to the series of activities. Firstly, the collage assessment sheet listed in the module needs to be changed to align with the collage activity. Secondly, the technique for presenting collage results needs to be changed from classroom presentations to exhibitions outside the classroom. The successful implementation of an exhibition can be taken as a reference for teachers in determining presentation techniques. Lastly, reflection activities need to be added to determine students' responses to the learning activities that have been carried out.

Practicality of the Sasak Heritage Collage Project

Practicality data consists of teacher response data and student response data regarding the implementation of the Projek Penguatan Profil Pelajar Pancasila through Sasak heritage collage activities at SD Negeri 36 Cakranegara. Practicality data is collected after the project process is completed. The respondents involved were one class V teacher and 22 students at SD Negeri 36 Cakranegara. A recapitulation of the results of data analysis on the practicality of the project to strengthen the profile of Pancasila students through Sasak Heritage collage activities at SD Negeri 36 Cakranegara is shown in Table 6.

The analysis of data from teacher response questionnaires and student feedback indicate that the implementation of the Projek Penguatan Profil Pelajar Pancasila through Sasak heritage collage activities in elementary schools is highly practical. The practicality of these results means that the Projek Penguatan Profil Pelajar Pancasila through Sasak heritage collage can be implemented in elementary schools without the need for revisions.

Table 6. Data on the Practicality of the Sasak Heritage Collage Project in Elementary Schools

Instrument	Percentage of Practicality	Criteria
teacher response questionnaire	93.75	very practical
student response questionnaire	87.61	very practical

Conclusion

The research shows that the implementation of the Projek Penguatan Profil Pelajar Pancasila through the Sasak Heritage Collage activity in elementary schools was successful and practical. Implementation of the Projek Penguatan Profil Pelajar Pancasila through the Sasak Heritage Collage activity in Elementary Schools in each of the following activities: a) activities investigating

Sasambo cultural diversity: language, traditional houses, and traditional clothing, obtained a project implementation percentage of 84.72%; b) activities investigating Sasambo cultural diversity: traditional cuisine and dance, obtained a project implementation percentage of 88.89%; c) the Sasak heritage collage activity achieved a project implementation percentage of 100%; and d) the activity of presenting the results of the Sasak cultural collage, obtained a project implementation percentage of 75.56%. The practicality of implementing theProjek Penguatan Profil Pelajar Pancasila through the Sasak Heritage Collage activity in Elementary Schools is in the very practical criteria with a percentage of practicality by teachers of 93.75% and a percentage of practicality by students of 87.61%. The very practical criteria mean that the Projek Penguatan Profil Pelajar Pancasila through the "Sasak Heritage Collage" activity can be used in elementary schools without needing to be revised.

Author Contributions

This article was prepared by five people, namely N., S.N., I.N., K.S.K.W. and P.D.A. All research members carried out each stage cooperatively until this article was completed.

Conflicts of Interest

The authors declare no conflict of interest.

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