Original Research Article

*Proyek Penguatan Profil Pelajar Pancasila* (P5) Implementation as Part of Merdeka Curriculum at Ariya Metta Vocational High School Tangerang

.

ABSTRACT

|  |
| --- |
| The Merdeka Curriculum, a significant educational reform in Indonesia, prioritizes the cultivation of Pancasila values in students. One important component of this curriculum is the Project to Strengthen the Pancasila Student Profile (*Proyek Penguatan Profil Pelajar Pancasila* (P5)), which allows schools autonomy for its implementation of project-based learning experiences connecting with the relevant values or theme that been suggested on Regulations of Ministry of Education, Culture, Research and Technology (MoEC) No. 56/M/2022. This study aimed to find out the practical implementation of P5 project at Ariya Metta Vocational High School in Tangerang City, Banten Province as referred to Merdeka Curriculum policy. Using the qualitative method, the data was collected through online interviews with 2 teachers and 34 students who had completed the project. The results showed that Ariya Metta Vocational High School implemented a project that raised the theme of local wisdom – Cina Benteng, as it is relevant to the cultural traditions that develop in the surrounding area. By conducting direct demonstrations and deepen the knowledge through seminars, students understand and deepen the cultural values contained in these traditions. This is in line with the principles of the P5 project, namely Holistic, Contextual, Student-centered, and Exploration. |

*Keywords: Proyek Penguatan Profil Pelajar Pancasila (P5), Merdeka Curriculum Implementation, Indonesian Educational Policy, Cina Benteng*

1. INTRODUCTION

Education is the most important factor in a nation's progress. However, the rapid development of the world, especially in the field of technology and the dissemination of information, poses a unique challenge to any education system. As the development of the current situation, Indonesia has released a new curriculum called *Kurikulum Merdeka.* Utami (2022) stated that the Merdeka Curriculum is introduced to address the learning crisis and to create an adaptive generation that can face the changes of the times with independence. *Merdeka Belajar* aims to cultivate independent, courageous, polite, critical-thinking, civilized, and morally upright learners. Another goal of *Merdeka Belajar* is to realize the formation of a free spirit where learners and teachers can freely explore knowledge, attitudes, and skills from the surrounding environment. The literacy meaning of ‘Merdeka’ in English is *Independent* and ‘Belajar’ is *Learning* so, this new curriculum promotes student-centered learning, flexibility, and inclusivity through project-based learning and strengthening the Pancasila values as the response to the decline in students' motivation to learn post-COVID-19 pandemic and country's poor performance in the 2018 PISA assessment, the Indonesian Ministry of Education and Culture launched Merdeka Curriculum in 2022 to revitalize Indonesia's education system.

Pancasila Student Profile Strengthening Project (*Proyek Penguatan Profil Pelajar Pancasila*) is part of the Merdeka Curriculum commonly known as P5, is a component of the Merdeka Curriculum designed to reinforce character and values rooted in Pancasila, the foundational ideology of Indonesia. Cited from the Ministry of Education, Culture, Research, and Technology’s website, the P5 Project, a component of the Merdeka Curriculum, is aimed at developing students who embody the values of Pancasila. This program employs a project-based learning approach. The competencies of the Pancasila student profile are designed by considering internal factors such as national identity, ideology, and national aspirations, as well as external factors such as global conditions and contemporary challenges, particularly the 4th Industrial Revolution. Cited from the Book Guide*: Proyek Penguatan Profil Pelajar Pancasila*, this project offers students a chance to "experience knowledge" firsthand, building their character while learning from their surroundings. This project allows students to explore important issues like climate change, anti-radicalism, and mental health, empowering them to take real-world actions aligned with their learning and needs.

As an educational unit, Ariya Metta vocational high school in Tangerang City, Banten Province, Indonesia, also required to implement the P5 project. This private Buddhist educational institution located in a multicultural environment, both culturally and religiously, where almost all of its students are Peranakan Chinese, also known as Cina Benteng. Suryadinata (1997) defined Peranakan Chinese as individuals of Chinese descent who have intermarried with local Indonesians and have adopted local customs and traditions. Cina Benteng is one of it, this community rooted in Tangerang, are a fascinating blend of Chinese and Indonesian cultures. This unique blend, both physically and culturally, has been a distinctive feature of the community.

However, the modernization of society poses a threat to the preservation of their unique heritage as younger generations seem to be distancing themselves from their traditional customs and beliefs. This can be a negative impact if future generations do not understand the existing traditions and cultures in their society. There are many values in culture that actually functioned as guidelines for life. Preserving the cultural heritage is an important matter and cannot be separated from of educational institutions.

There is also a study discussed about the Pancasila Student Profile focusing on the culture of local wisdom such as the usage of Sukuraga Puppets as a medium for character development of Pancasila Student Profile (Ardi Sari, Z. A., Nurasiah, I., Lyesmaya, D., Nasihin, & Hasanudin. (2022)). The result of this project is effective to student’s character improvement grade 3 primary school through Sukuraga Puppets. Therefore, the researcher will analyze the alignment of implementation and regulation of the P5 project in Ariya Metta Vocational High School in Tangerang and its impact on students to find out if this school's P5 project is effective for developing students character and knowledge of Pancasila values conducted in the local culture as intended by the curriculum program.

2. POLICY REVIEW

The development of education quality in Indonesia is guided by various laws and regulations such as 1945 Constitution of Indonesia, Law No. 20/2003 about National Education System and some other policy by the Ministry of Education.

**2.1 The 1945 Constitution of Republic Indonesia**

*“To educate the life of the people and to participate toward the establishment of a world order based on freedom”* **—Preamble, Paragraph IV**

*“(1) Every citizen has the right to receive education. (2) Every citizen has the obligation to undertake basic education, and the government has the obligation to fund this. (3) The government shall manage and organise one system of national education, which shall increase the level of spiritual belief, devoutness and moral character in the context of developing the life of the nation and shall be regulated by law. (4) The state shall prioritise the budget for education to a minimum of 20% of the State Budget and of the Regional Budgets to fulfil the needs of implementation of national education. (5) The government shall advance science and technology with the highest respect for religious values and national unity for the advancement of civilisation and prosperity of humankind.”* **—Chapter XIII, Article 31**

Indonesia has a strong fundamental law about Education, it all clearly stated in the 1945 Constitution of Republic Indonesia both in Preamble and the Article 31. This means, the state of Republic Indonesia strongly supports the educational matter in order to develop better quality of education for the better future. This constitution become the basis of all regulations regarding education, all the policy and regulations must be aligned with the objectives described in the country's constitution.

**2.2 Act of the Republic of Indonesia No. 20/2003**

The law of Republic Indonesia No.20/2003 about the Act on National Education System explained about the standard of Indonesian Education System must be based on Pancasila and the 1945 Constitution of the Republic of Indonesia and rooted in the religious values, national cultures of Indonesia, and one that is responsive to the needs of the ever-changing era (Article 1, General Provisions).

**2.3 Regulations of Ministry of Education, Culture, Research and Technology No. 56/M/2022**

In the Book Guide*: Proyek Penguatan Profil Pelajar Pancasila,* it stated that the Pancasila Student Profile Strengthening Project is based on Regulations of Ministry of Education, Culture, Research and Technology No.56/M/2022 which emphasizing the importance of learning by experience. By encouraging students to be actively involved in their learning specially in several subject themes like social-issues, culture, mental-health, entrepreneurship and many more hoping can be applicable to solve real-world challenges.

According this regulation, the Pancasila Student Profile Project is a project-based co-curricular activity designed to strengthen the achievement of competencies and character in accordance with the Pancasila Student Profile, which is developed based on the Graduate Competency Standards. The implementation of the Pancasila Student Profile Project is carried out flexibly in terms of content, activities, and duration. The Pancasila Student Profile Project is designed separately from the intra-curricular activities. The objectives, content, and learning activities of the project do not have to be linked to the objectives and material of the intra-curricular subjects. Educational institutions can involve the community and/or the world of work in designing and implementing the Pancasila Student Profile Project.

In its implementation, this project involves many actors, starting from the principal, teachers, students, and also parents so that the objectives and values to be conveyed to the students can be well understood. Some of the principles of the Pancasila Student Profile Strengthening Project include:

1. Holistic: Students can understand something comprehensively, seeing the deep connections between one thing and another, and connecting it to real-world experiences.
2. Contextual: The project is carried out based on real experiences so that students can use everyday life for learning.
3. Student-centered: Students are actively engaged in learning and educator roles as facilitator so that it can fostering student’s initiatives.
4. Exploration: Encouraging student to be brave to explore their environment using the knowledge from the intra-curricular learning.

**2.4 Decree of The Ministry of Education, Culture, Research, and Technology Republic of Indonesia No. 262/M/2022**

This decree is a supplementary regulation due to the amendments of regulations of the Ministry of Education, Culture, Research, and Technology Regulation Number 56 of 2022: Guidelines for Curriculum Implementation in the Context of Learning Recovery. This decree explained the structure of Merdeka Curriculum from stage A to F which means from Kindergarten to High School (Vocational or Regular High School). The curriculum structure for vocational high schools, specifically for strengthening the Pancasila Student Profile, is 30% of the total learning time (JP) for one year.

The implementation of the Pancasila Student Profile Strengthening Project is conducted flexibly, both in terms of content and time. In terms of content, the profile project must refer to the achievement of the Pancasila Student Profile according to the student's phase, and does not have to be linked with the intra-curricular subject. In terms of time management, the project can be carried out by summing up the allocation of project learning hours from all subjects, and the total duration of each project does not have to be the same. The Indonesian government has outlined specific themes for student projects that aim to develop the qualities described in the Pancasila Student Profile. These themes cover a wide range of topics, from environmental sustainability to entrepreneurship, including:

1. Sustainable Lifestyle (*Gaya Hidup Berkelanjutan*)
2. Local Wisdom. (*Kearifan Lokal*)
3. Unity in Diversity. *(Bhinneka Tunggal Ika*)
4. Building Mind and Body. (*Bangunlah Jiwa dan Raganya*)
5. Voice of Democracy. (*Suara Demokrasi*)
6. Engineering and Technology. *(Rekayasa dan Teknologi*)
7. Entrepreneurship. (*Kewirausahaan*)
8. Employment. (*Kebekerjaan*)

There are specific requirements for the number of projects and themes:

1. Grade 10: 3 projects, including 2 chosen themes and 1 theme on Employment.
2. Grade 11: 2 projects, including 1 chosen theme and 1 theme on Employment.
3. Grade 12: 1 project with the theme of Employment. For vocational high schools (SMK), the Pancasila Student Profile Strengthening Project can be implemented in an integrated manner, collaborating with industry partners, communities, organizations, and the public.

The book guide suggested the vocational high schools, in particular, are encouraged to partner with businesses, communities, and organizations to make their projects more relevant to the real world. Based on this, the school has its own autonomy to create a fun and meaningful project for the students due to its flexibility and can be adjusted to aimed value that school management wants to emphasized to the students.

3. results and discussion

This research is analyzed using below conceptual framework. The law and regulation enacted in Indonesia has become the foundation of the Pancasila Student Profile. The implementation for every school can be customized with the value and wisdom that school management wants to emphasize. Thus, we can see the output from the project.



**Table 1 Conceptual Framework**

**3.1 Practice**

In line with the curriculum update and the school's obligation to facilitate the deepening of Pancasila values among students as outlined in the regulations, Ariya Metta Vocational High School has chosen to implement the Pancasila Student Profile Strengthening Project with the theme of 'Local Wisdom’. As quoted by Islami (2019) she defined local wisdom as knowledge and a way of life that is manifested in the routine activities carried out by the local community as a response to various problems in fulfilling their living needs. According to Rahyono, local wisdom is the human intelligence possessed by certain ethnic groups as a result of the community's experiences, which means that these experiences can vary from one community to another. Then, these values will continue to be attached to a certain community because these values have gone through a long period of time, throughout the existence of that community (Fajarini, 2014: 124). Local wisdom is a characteristic of people with a noble culture. Local wisdom is defined as the wisdom or noble values contained in the cultural wealth of the local area in the form of traditions and life guidelines (Suarningsih, 2019: 25).

The local wisdom chosen by Ariya Metta Vocational High School is the local wisdom that has developed and thrives in the location where this school is situated which is the Cina Benteng culture. As mentioned in the Journal (Laurenza, Kumala. 2022), Cina Benteng is also known as Tionghoa Tangerang or more commonly called Cina Benteng. It's a native Peranakan community residing in Tangerang, Banten. The initial arrival of their ancestors dates back to 1407 when Admiral Chen Ci Lung came. They originated from Fujian or southern China (Hokkien), which is documented in the book Babad Tina Layang Parahyang (as related by Achonk Lim, a cultural expert of the Cina Benteng). He and his crew, who were part of Admiral Zheng He's expedition, ended up being stranded in Pangkalan village in Banten (Teluk Naga). Subsequently, all the crew members stayed there, made a life for themselves, and married local indigenous women. The cultural traditions of the Cina Benteng bear a close acculturation of the Betawi and Sundanese. This resemblance can be observed in aspects like marriage traditions, culinary traditions, and numerous others, because it stems from the assimilation of the original culture of the totok people (who were Chinese immigrants) into the culture of their indigenous spouses.

The information was obtained by online interview several teachers of Ariya Metta Vocational High School and 34 students of the school. Given the rich history and cultural heritage of the Chinese Benteng community, Ariya Metta Vocational High School chose to focus on preserving these traditions through its 2024 P5 project. A three-day event was organized involving students, teachers, and community members. Activities included seminars on Chinese Benteng traditions, hands-on workshops like making traditional food, and cultural performances. The aim was to foster a deeper appreciation for the local heritage among the younger generation. The event was held from December 11-13, 2024, with a total of approximately 240 students as both participants and organizers. The event was fully supported by the school, all people in the school are involved in this event. Here is a summary of the activities carried out:

1. A seminar on the traditions and culture of the Cina Benteng by a cultural practitioner Mr. Achonk Lim, who explained the history and meaning of each existing tradition, such as Cina Benteng-style weddings, food, and others.
2. Students were also invited to experience and understand firsthand by making *Bakcang* （粽子）and *Onde* (汤圆).
3. Students also participated in demonstrations of Cina Benteng weddings, known as 'Cio Tao', and the 'Sangjit'.
4. A performance of traditional Chinese Benteng music known as 'Gambang Kromong' was also invited.

Based on interviews conducted with 34 students and 2 teachers which had been comprehensively participated on this event, it can be concluded that the Pancasila Student Profile Strengthening Project (P5) carried out by Ariya Metta Vocational High School, with the theme of local wisdom – Cina Benteng, was effective. All student responses indicated that they were able to understand and learn more about the traditions and culture that developed in their place. Not only that, the students also willing to preserve all the traditions because they understand the value and think the culture as part of their All student responses indicated that they were able to understand and learn more about the traditions and culture that developed in their place

4. Conclusion

After analyzing the data obtained through interview and study few policies related to Pancasila Student Profile Strengthening Project (P5) in Ariya Metta Vocational High School, it can be concluded that Ariya Metta Vocational High school has already implemented the Pancasila Student Profile Strengthening Project (P5) accordingly with the regulations of Merdeka Curriculum. The project implementation itself was done properly and has satisfying learning outcomes because the students admitted their better understanding of Cina Benteng culture and the Pancasila values inside it.

By giving the school authority to choose the theme, it encourages the school management to do their best in order to achieving the target in the curriculum objectives. Also, the spirit of practical implementation of Merdeka Curriculum which is about critical thinking, character development in accordance to 21st century era is maintained here. By having this P5 project, the penetration of Pancasila value is easier because students combining their previous knowledge with the experience given. Besides, the principles of the Pancasila Student Profile Strengthening Project which are Holistic, Contextual, Student-centered and Exploration is fully implemented through the project of local wisdom Cina Benteng that Ariya Metta Vocational School done.

DEFINITIONS, ACRONYMS, ABBREVIATIONS

P5: Proyek Penguatan Profil Pelajar Pancasila

References

Ardi Sari, Z. A., Nurasiah, I., Lyesmaya, D., Nasihin, & Hasanudin. (2022). Wayang Sukuraga: Media for character building towards the Pancasila student profile. Muhammadiyah University of Sukabumi Basicedu Journal, 6(3), 3526-3535. https://jbasic.org/index.php/basicedu

Islami, D. (2019). The Role of Local Wisdom in Character Education. Lambung Mangkurat University, Banjarmasin (In press).

Ministry of Education, Culture, Research and Technology of Indonesia. (2022). Guidebook for Developing the Pancasila Student Profile Strengthening Project.

Ministry of Education, Culture, Research and Technology. (2022). Pocket Book: Questions and Answers on the Independent Curriculum. Ministry of Education, Culture, Research and Technology, Ministry of Education, Culture, Research and Technology.

Laurenza, I., & Kumala, S. A. (2022). A Contrastive Analysis of Kinship Terminology in Cina Benteng and Hakka (Khek). Buddhi Dharma University, Tangerang. Suar Betang, 17(2), 233 - 246. https://doi.org/10.26499/surbet.v17i2.442

Law No. 20 of 2003. (2003). On the National Education System of Indonesia (BKPM).

Republic of Indonesia. (1945). The 1945 Constitution of the Republic of Indonesia.

Republic of Indonesia. (2022). Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 262/M/2022 Concerning Amendments to the Decree of the Minister of Education, Culture, Research, and Technology Number 56/M/2022 Concerning Guidelines for Implementing the Curriculum in the Framework of Learning Education (Unpublished regulation). Ministry of Education, Culture, Research, and Technology.

Suryadinata, L. (1984) The Dilemma of the Chinese Minority. Jakarta: Grafiti Press.

Utami, W. B., Sulthoni, Wedi, A., & Aulia, F. (2022). Implementation of the Independent Learning Policy in Strengthening the Profile of Pancasila Students. Academic Discourse: Scientific Journal of Education, 6 (3), 285-294. https://journal.ustjogja.ac.id/index.php/wacanaakademika/index