Teachers' Difficulties in the Implementation of the Pancasila Student Profile Strengthening Project (P5) at SMAN 5 Mataram.

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Abstract: The Pancasila Student Profile Strengthening Project (P5) is an integral part of the Independent Curriculum which aims to develop students' character and competencies holistically. However, the implementation of P5 in the field, especially at SMAN 5 Mataram, still faces various challenges. This study aims to identify and describe the difficulties faced by teachers in the implementation of P5 at SMAN 5 Mataram. This study uses a qualitative approach with a case study method. Data was collected through in-depth interviews with teachers, observation of the implementation of P5, and documentation studies. The results of the study show several difficulties faced by teachers, including: (1) lack of teachers' understanding of the concept and objectives of P5; (2) limited time and resources in project planning and implementation; These findings have important implications for policymakers and schools to improve the effectiveness of P5 implementation through the provision of adequate training, mentoring, and resources for teachers.

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Introduction

Education is one of the most important factors in determining the quality of human resources and the progress of a nation. Education is able to give birth to creative, innovative ideas in the dynamics of the times. In the world of Education, the curriculum is very important, without the curriculum of the students will not get the appropriate learning targets. The correct education policy will be seen through the implementation of the curriculum implemented because the curriculum is the heart of education that determines the progress of education (Munandar, 2017).

The curriculum as an educational design has a very strategic position in all aspects of educational activities (Faiz, Parhan, & Ananda, 2022). Given the importance of the role of the curriculum in education and in the development of human life according to Forey & Cheung (2019), in the preparation of the curriculum cannot be done without understanding the basic concept of the curriculum which is a set or system of plans and arrangements regarding the content and subject materials as well as the methods used as guidelines for using teaching and learning activities. The curriculum in Law number 20 of 2003 in Chapter I Article 1 paragraph 19 is a set of plans and arrangements regarding the objectives, content, and subject matter as well as the

methods used as guidelines for the implementation of learning activities to achieve certain educational goals.

The Independent Curriculum is freedom in determining how to behave, process, think, and act creatively for the development of each individual by determining his or her own destiny (Sibagariang, Sihotang, & Murniarti, 2021). Freedom of learning can be interpreted as providing more space for students with the opportunity to learn comfortably, calmly, and without pressure, by taking into account the alamaiah talents that each student has (Wijaya, Mustofa, & Husain, 2020). Freedom of learning means freedom in a learning atmosphere that does not feel tied to oneself and does not feel burdened for students, can be seen from their engrossment in learning, seeking information, exploring their potential and being so enthusiastic and expressive in completing tasks from the burden of the curriculum to be an important indicator in learning goals (Muji, et. al., 2017).

To help students achieve the above competencies, the role and dedication of teachers is very important. Teachers are one of those who can determine success in the learning process, teachers have the duty to encourage, guide and provide learning facilities for students to achieve these goals. In accordance with Law No. 14 of 2015 that teachers are people who have the duty to direct and coordinate students.

Regarding the above, teachers as facilitators must be able to innovate in learning by using innovative methods in order to create effective and relaxing learning in accordance with the goals of the Independent Learning curriculum. However, in reality, not all teachers are able to implement the Independent Learning curriculum and are still fixated on the old curriculum, namely the 2013 curriculum.

P5 Independent Curriculum is an abbreviation for the Pancasila Student Profile Strengthening Project. As the name implies, this project aims to create a character profile of Pancasila Students that teaches students to have an attitude based on the noble values of Pancasila. Based on the Ministry of Education and Culture No. 56/M/2022, the P5 Independent Curriculum is a project-based co-curricular activity, which is designed to strengthen efforts to achieve competencies and character in accordance with the Pancasila Student Profile which is compiled based on the Graduate Competency Standards (SKL). The implementation of P5 is carried out flexibly, both in terms of content, activities, and implementation time. The project is also designed separately from intracurricular learning. The P5 Independent Curriculum also aims to provide opportunities for students to actively participate in the learning process, so that they can become more independent individuals, and be able to contribute positively to society.

SMAN 5 Mataram is one of the favorite schools in Mataram because it has a good quality of education and is recognized by the community, with many graduates who have succeeded in continuing their education to a higher level and have a proud record of achievements, both in the academic and non-academic fields, such as Olympic championships, debate competitions, and so on. In addition, SMAN 5 Mataram has qualified and experienced teachers, who are able to guide and develop students' potential optimally. The Independent Learning Curriculum began to be implemented at SMAN 5 Mataram in 2022 and SMAN 5 Mataram is a school that already has the status of IKM (Independent Curriculum Implementation).

In the initial observation, the author found several problems faced by teachers of SMAN 5 Mataram in implementing the Independent Curriculum, namely teachers do not have experience

with the concept of the Independent Curriculum and limited references so that teachers find it difficult to find references to design and implement the Independent Curriculum. Teachers also still use the lecture or assignment learning method so that learning tends to be monotonous.

Therefore, the author is interested in conducting research with the thesis title "Teachers' Difficulties in Implementing the Independent Curriculum at SMAN 5 Mataram".

Research Method

The approach used in this study is a qualitative approach with a descriptive method. In general, qualitative research prioritizes direct research between research and the main focus being researched. In accordance with the opinion of Lexy J. Moleong (in Zuldafiral and Born 2012:1), who said that a qualitative approach is research that is intended to understand phenomena about what the research subject experiences such as behavior, perception, motivation, action and others.

The type of research that will be used in this study is a case study, which in this study will look for or investigate problems that exist in depth about an individual, group, institution, social movement, personality, related to phenomena, context, and research time. According to (Sugiyoni, 2016: 17) case study method research is research that conducts in-depth exploration of programs, events, processes, activities, on one or more people. This study is aimed at finding out what the difficulties of teachers are in implementing the Pancasila Student Profile Strengthening Project at SMAN 5 Mataram.

The data collection techniques used are observation, interview, and documentation techniques. By using the Miles & Huberman model data analysis techniques, namely data reduction, data presentation, and drawing conclusions. The data analyzed will be tested for validity through triangulation techniques, namely source triangulation techniques, triangulation techniques, and time triangulation.

Results and Discussion
A. P5 Project Planning

Results Based on data analysis and research results, the P5 planning stage at SMAN 5 Mataram has been carried out with careful planning with the aim that activities from the beginning to the end are carried out according to expectations and the dimensions of the Pancasila Student Profile can be maximized by students. Learning in this project is carried out gradually and continuously, adjusting to the circumstances and needs available in schools and in accordance with the demands of the independent curriculum. The planning stage in this P5 activity has several series of activities, such as designing project

Time allocation, forming a team of facilitators, determining dimensions and themes, compiling modules, and designing reports. This will be discussed in detail as follows.
1). Planning Project Time Allocation

Planning project time allocation is the earliest stage in project planning. The education unit determines the allocation of project implementation time so that the mapping of the distribution of project implementation in the education unit runs well and effectively. The results of the study show that in designing time allocation is fundamental in implementing the Pancasila Student Profile Strengthening Project (P5). Referring to the decision of the Minister of Education, Culture, Research, and Technology regarding the School Program, in general, the total project time stipulation is around 20-30% of the project time in per year. The education unit is expected to be able to arrange a learning schedule that opens up space for teaching collaboration between educators from different subjects.
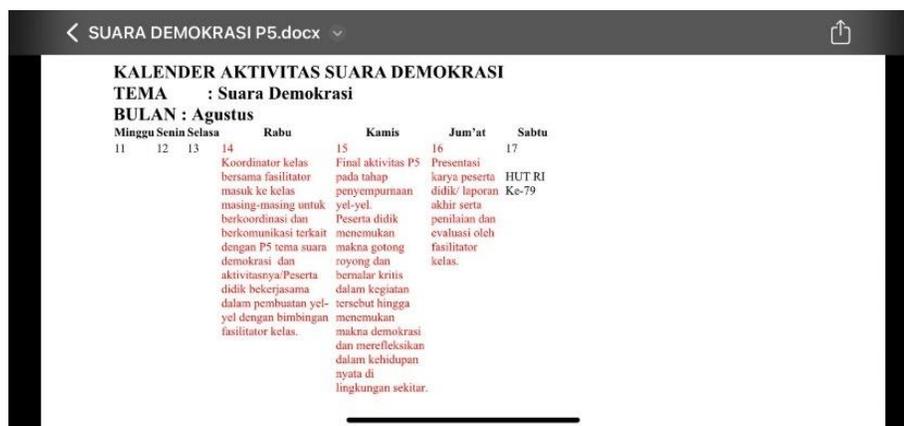

Figure 1. Project Time Allocation at SMAN 5 Mataram

Based on the results of the study, it was shown that in designing the project time allocation there were mistakes and lack of understanding of the concept and model of the Pancasil Student Profile Strengthening Project (P5), thus making P5 activities ineffective because teachers had difficulty managing and regulating during P5 activities. Therefore, it is necessary to design a good time allocation according to the needs and conditions of the school. This is in line with what was conveyed This is in line with what was conveyed by Wibowo, A. (2022) good time management can increase the effectiveness of project implementation and student learning outcomes. Wibowo suggested the use of systematic planning techniques to ensure that all stages of the project can be carried out properly.

2) Forming a P5 Facilitator Team

Based on the results of the research, the formation of the P5 facilitator team is the initial stage carried out by the principal and curriculum waka in the implementation of P5 at SMAN 5 Mataram. According to Asiati and Hasanah (Ulandari & Rapita, 20023), this is in accordance with the role of the principal who forms the P5 team, as well as supervises the implementation process of P5. The formation of this team is of course adjusted to the circumstances and needs of the school in the project implementation process. The formation and division of the P5 facilitator team at SMAN 5 Mataram consisted of 7 people chaired by Susiati, S. Pd. as the chief coordinator. In addition, there is a team of facilitators consisting of homeroom teachers from each class. The P5

Coordinator serves as a coordinator, designing and moving activities with the facilitator team, as well as supervising the course of P5 activities (Ulandari & Rapita, 2023).

Figure 2. Formation of the Facilitator Team

The formation of this team consisting of teachers is in accordance with the guidelines for the development of the Pancasila Student Profi Strengthening Project (P5) issued by the Ministry of Education, Culture, Research and Technology which states that the P5 facilitator team consists of a number of educators who play a role in planning, running and evaluating P5. In addition, the project facilitator is in charge of providing facilities to students in carrying out actions and managing P5. This is in line with what Juraidah and Hartoyo (2022) conveyed that the number of facilitators in the facilitator team is in accordance with the conditions, needs of facilities and infrastructure in each educational unit.

3). Determining Dimensions and Themes

Based on the results of the research on the P5 dimension which is focused on SMAN 5 Mataram, it is determined through a coordination meeting and adjusted to the theme to be chosen. In accordance with this, the chief coordinator of P5 revealed that the presence of the independent curriculum has had a considerable impact on changes in the world of education and the formation of students' character is the main focus of providing a more creative, innovative and independent educational pattern. The coordination meeting aims to prepare a draft of the dimensions and themes that will be taken this year. At this coordination meeting, the coordinator team and the facilitator team provided suggestions and inputs related to the determination of the dimensions and themes to be taken.

In accordance with the guidebook from the Ministry of Education and Culture (2022), the number of dimensions of the Pancasila Student Profile Strengthening Project (P5) that needs to be developed in students is 6 dimensional characters, namely 1) faith, fear of God Almighty and noble

character; 2) mutual cooperation; 3) independent; 4) global diversity; 5) critical reasoning; 6) creative. The implementation of P5 in the dimensional stage at SMAN 5 Mataram has been carried out well, this is in line with what Satria R (2022) conveyed in the guidebook of the Pancasila Student Profile Strengthening Project (P5) published by the Ministry of Education and Culture that the six dimensions of the Pancasila student profile are related and strengthened, so that efforts in realizing a complete Pancasila student profile require the development of these six dimensions. In the implementation of P5, SMAN 5 Mataram raises several dimensions of the Pancasila student profile to be used as a reference in taking the theme that will be applied, grade 10 considers the dimension of mutual cooperation, grade 11 raises the dimension of mutual cooperation and global diversity, and grade 12 raises the dimension of mutual cooperation and creativity. This is in line with what Rachmawati (2022) conveyed, the selection of the P5 dimension is based on the school's vision and mission, the needs and abilities of students, and the habits that they want to instill in students.

Figure 3. Atmosphere during the Coordination Meeting

Furthermore, determining the project theme, the selection of the theme at SMAN 5 Mataram is determined through a coordination meeting and adjusted to the theme to be chosen. The Ministry of Education and Culture has determined the theme in each project that will be implemented in the education unit. This is in line with what Satria R (2022) conveyed in the P5 guidebook, there are 7 themes given by the Ministry of Education and Culture to be selected by education units. The themes of the seven themes are 1) sustainable lifestyle; 2) local wisdom; 3) Bhineka Tunggal Ika; 4) awaken his soul and body; 5) the voice of democracy; 6) technological engineering; 7) entrepreneurship.

The implementation of P5 at SMAN 5 Mataram in the theme determination stage has gone well by conducting a coordination meeting held at SMAN 5 Mataram aiming to determine the theme that will be applied in 1 semester in accordance with the needs of the school and the character of the students. There are 3 themes applied at SMAN 5 Mataram, namely the voice of democracy, local wisdom, and technological engineering. This is in accordance with the guidebook that has

been published by the Ministry of Education and Culture regarding the implementation of the Pancasila Student Profile Strengthening Project (2022).

4) Compiling the P5 Module

Compiling the P5 module is part of the P5 design process, this is in accordance with the P5 development guidebook that teachers and facilitators are given the freedom to make P5 modules. This is in line with what Satria R (2022) conveyed that educators have the breadth in making their own modules, selecting, and modifying available project modules according to the characteristics, context, and needs of students. The components that must be present in the P5 module include the identity of the module author, theme, topic, infrastructure, student targets, brief description of the project, dimensions, elements and subelements, project activity flow, specific objectives, trigger statement and assessment.

Based on the results of the research, the researcher found that the preparation of the P5 module is in accordance with the guidelines that have been issued by the Ministry of Education and Culture in accordance with the guidelines for the development of P5 (2022). This is in line with what Sufyadi (2022) said that the preparation of the P5 module must be in accordance with the components that have been determined by the Ministry of Education and Culture regarding the P5 development guidelines.

The preparation of the P5 module carried out at SMAN 5 Mataram has followed the components set out in the P5 development guide. This includes elements such as the identity of the module author, themes and topics, infrastructure, and the flow of project activities. This conformity is crucial to ensure that the resulting modules not only meet academic standards but are also relevant to the educational context in Indonesia. This is in line with what was conveyed by Anggraini, D., & Anisa, N. (2023) that modules that are arranged according to the characteristics of students and the local context have a great influence on the success of the program.

The preparation of modules in accordance with the guidelines not only has an impact on the quality of the projects produced, but also on the learning experience of students. With clear guidance, students become more purposeful and motivated to actively participate in projects. This is in line with P5's goal to build 21st century character and skills, such as collaboration, communication, and creativity. Students' involvement in P5 projects can also increase their sense of responsibility and ownership of learning outcomes. This is in line with what was stated by Fery, A., Kustati, M., & Sepriyanti, N. (2023) that modules that are structured and in accordance with the educational context can increase the effectiveness of learning

5) Reporting Planning

Reporting planning is the final stage in project planning. Teachers in designing this report observe daily activities and evaluate the instruments that have been made in the form of project report cards. The project report card contains a report or resume of the student's assessment as documentary evidence that the student has actively participated in the project activities. This is in line with what was conveyed by Whidah (2023), one form of report on the results of the implementation of P5 students includes weekly resumes and assessments. This is strengthened by findings in the field through observation and interviews that the report on the results of the implementation of P5 at SMAN 5 Mataram is in accordance with the provisions of the guidebook.

Based on the results of the study, it shows that the reporting of the results of the implementation of P5 at SMAN 5 Mataram is in accordance with the provisions in the guidebook. This is in line with what was conveyed by Whidah (2023), who stated that one form of report on the results of the implementation of P5 includes a weekly resume and assessment. This conformity is very important to ensure that all activities and assessments are carried out systematically and standardized, making it easier to evaluate by schools and parents.

B. Managing Projects

After all stages of the planning process are carried out carefully, indicating that the next stage is the implementation of ps activities. At this stage, the PS team and teachers implement various plans that have been prepared in the previous planning stage. At SMAN 5 Mataram there are 2 steps in the implementation stage of P5 activities, namely the stage of starting project activities, optimizing project implementation, closing a series of project activities, and optimizing partner involvement. If traced in the P5 development guidebook, the management of the Pancasila Student Profile Strengthening Project is indeed carried out through 2 steps, optimizing project activities, and optimizing partner involvement (Tulistiyono & Muntago, 2022).

1) Optimizing Project Implementation

Based on the results of the research, the researcher found that in optimizing the implementation of the project, teachers experienced difficulties due to the time of implementation of P5 activities at the same time. P5 activities at SMAN 5 Matram are carried out simultaneously by combining 3 activity themes on the same day, so that teachers experience difficulties and are not optimal in controlling P5 activities at SMAN 5 Mataram. This is not in line with what Alimuddin (2021) said, the tight lesson schedule often hinders the opportunity for teachers to carry out projects carefully. This causes projects to often be rushed and do not receive enough attention, so that learning objectives are not achieved optimally.

Figure 4. Implementation of P5 Grade 10 with the theme of Voice of Democracy

The implementation of P5 activities at the same time in one day causes teachers to have difficulty in controlling and supervising each activity as a whole. This time limitation results in teachers not being able to pay enough attention to each group of students. For example, if three

different themes are implemented at the same time, the teacher will be divided in focus, so that he or she will not be able to explore each project optimally. As a result, the learning process becomes rushed and lacks depth, which negatively impacts the student learning experience. In this context, students may simply complete the assignment without understanding the purpose and process behind the project they are working on. This is in line with what Suhendra, A., & Lestari, R. (2023) likened. Effective time management can improve the quality of the implementation of the P5 project in secondary schools, as well as provide practical strategies for teachers to optimize activity schedules.

Lack of optimization in the management of P5 projects can result in students not getting the expected learning experience. Projects that were supposed to be a means to develop collaborative skills, critical thinking, and creativity have become mere formalities. This is in line with the findings of Alimuddin (2021), who noted that tight lesson schedules often hinder opportunities for teachers to carry out projects carefully. When projects are executed in a hurry, students lose the opportunity to delve into the material and skills they are supposed to master. For example, students may not have enough time to conduct in-depth research, discuss with peers, or experiment with new ideas.

2 Optimize Partner Engagement

Based on the results of the data obtained by the researchers, the involvement of partners in P5 at SMAN 5 Mataram can be said to be quite good and optimal. This can be seen from the results of the student projects that have been made in the P5 activities exhibited in the bazaar at SMAN 3 Mataram. Of course, the school has collaborated with SMAN 3 Mataram, but the cooperation with SMAN 3 Mataram is only limited to communication not in writing. According to the Ministry of Education and Culture (2020), collaboration between schools and partners is the key to achieving effective learning goals. This is in line with what Kesumasari (2023) conveyed, the involvement of external partners in the development of P5 is important for students because with partners from outside the school environment, students get more experience and learning.

C. Project Evaluation

Based on the results of the research at the project evaluation stage at SMAN 5 Mataram, the P5 coordinator team started by conducting a coordination meeting, then conducting early, middle and final reflections. Initial reflection is carried out during the initial implementation of the project, central reflection is carried out when students carry out P5 activities and final reflection is carried out after all series of P5 activities have been implemented. The evaluation is carried out as thoroughly as possible and focuses on the process of finding the best solution for the improvement of the next project activities (Ulandari, 2023).

The results of the research found by the researcher that in the evaluation of the project in the implementation of P5 at SMAN 5 Mataram went well. Teachers evaluate the project by means of students presenting the work that has been made, in addition, teachers who are assigned as coordinators and facilitators evaluate the project by conducting an evaluation meeting with the principal and deputy principal for curriculum to discuss the results of P5 activities. This is not in line with what Rahayu (2020) conveyed, evaluation is used to measure the achievement of student competencies in terms of knowledge, skills, and attitudes expected from the project.

Project evaluation is also an important component that serves to evaluate and improve learning processes and outcomes. In project evaluation, it can allow teachers to measure the extent to which students have achieved the expected competencies of the project. Through the assessment of students' work results, teachers can find out whether students have understood the material and developed the expected skills, such as critical thinking, collaboration, and creativity. This is in line with what Sari (2020) said through evaluation, students can continue to learn from their experiences and apply new insights in the next project

D. Supporting and Inhibiting Factors
1) Supporting Factors

The results of the study found by the researcher showed that in the supporting factors of the researcher, the researcher found several supporting facts for the implementation of P5 at SMAN 5 Mataram. The school management is committed to supporting the implementation of the Independent Curriculum, including P5. There is a clear policy regarding curriculum development and support for learning innovation. Regular meetings between the facilitator team and the principal and curriculum waka to discuss the progress of the implementation of P5 and find solutions to the various challenges faced. This administrative support creates an environment conducive to project development. Support from within the school is one of the key factors in the successful implementation of P5. This is in line with what Supriyadi (2019) said, management that is proactive in providing resources and training for teachers can increase the effectiveness of curriculum implementation. Management that gives teachers the flexibility to innovate in learning will create an environment that is conducive to project development.

Teachers at SMAN 5 Mataram show high dedication and enthusiasm in implementing P5. They actively participate in trainings and workshops held to deepen their understanding of the Independent Curriculum. In addition, collaboration between teachers from various subjects helps them in planning integrated projects. The expertise and experience possessed by teachers contribute positively to the quality of P5 implementation. Teacher competence is very important in implementing P5 effectively. This is in line with what Rahayu (2021) said that teachers who have a good understanding of project-based learning methods tend to be more successful in their implementation. Ongoing professional training and development can help teachers improve their skills in designing and executing quality projects.

Students at SMAN 5 Mataram showed high enthusiasm in participating in the P5 project. They are actively involved in every stage of the project, from planning to presentation. Students feel empowered to explore creative ideas and collaborate in groups. Social support from peers also increases their motivation to actively participate in project-based learning. The involvement of students in the learning process is an important factor that supports the implementation of P5. This is in line with what Ananda (2020) said that when students are actively involved in projects, they are more motivated and have a higher sense of responsibility for their learning outcomes. This involvement can be enhanced through approaches that encourage student participation, such as group discussions and collaboration in project completion.

The school collaborates with various institutions, one of which is SMAN 3 Mataram. This collaboration provides support in the form of resources and knowledge that are very valuable for the implementation of P5. With this collaboration, teachers and students can share experiences,

strategies, and best practices in project implementation. This exchange of information and resources enriches insights and improves the quality of learning in both schools. This collaboration can also create opportunities for students to collaborate on joint projects, expand their social networks, and learn to work in teams with students from different backgrounds.

The facilities and infrastructure at SMAN 5 Mataram are adequate, starting from a large field of comfortable classrooms so that it supports the implementation of P5 activities so that they run well, in addition to access to computers, projectors, and educational software to help students and teachers in developing project materials and presentations. Facilities and infrastructure are one of the main factors in P5 activities, facilities and infrastructure aim to support P5 activities so that the implementation of P5 activities runs well. Facilities and infrastructure at SMAN 5 Mataram are adequate to support P5 activities. Good learning facilities, such as comfortable classrooms, laboratories, and creative spaces, greatly support the project-based learning process. This is in line with what Sari and Rahardjo (2020) conveyed, adequate facilities allow students to collaborate, experiment, and develop projects more effectively. Spaces designed for group activities can enhance interaction between students.

2) Inhibiting Factors

The results of the research found by the researcher showed that the inhibiting factor was in terms of teachers' understanding of the concept of the Pancasila Student Profile Project (P5). Teachers at SMAN 5 Mataram do not understand the concept of the Pancasila Student Profile Strengthening Project due to the lack of socialization about P5 in schools and also the lack of literature about P5, so teachers have difficulty understanding the concept of P5. Teachers' competence in managing project-based learning is also a supporting factor for difficulties. This is in line with what Rahayu (2021) said, many teachers are not used to the project-based learning approach, so they have difficulty in designing and implementing appropriate activities. Skills in formulating assessment criteria, managing group dynamics, and providing constructive feedback are challenges for teachers. In addition, the researcher also found problems that were considered quite important in the implementation of P5 at SMAN 5 Mataram, namely related to managing the time for the implementation of P5 activities.

Managing time in the implementation of the Pancasila Student Profile Strengthening Project is very important for the sustainability of the activity. Ineffective project time management by uniting 3 project activities at the same time, so that teachers who serve as coordinators and facilitators have difficulty organizing projects. This is in line with what Wibowo, A. (2022) emphasized that good time management can increase the effectiveness of project implementation and student learning outcomes. Wibowo suggested the use of systematic planning techniques to ensure that all stages of the project can be carried out properly

Conclusion

The implementation of P5 at SMAN 5 Mataram has been carried out in accordance with the P5 guidelines, in the implementation of P5 there are several stages in the implementation of P5, starting from the project planning stage, project management and project evaluation. However, there are obstacles experienced by teachers in the implementation of P5, namely in designing project time allocations, there are obstacles experienced by teachers. Mistakes and lack of

understanding of the concept and model of the Pancasil Student Profile Strengthening Project (P5), so that P5 activities run ineffectively because teachers have difficulty managing and regulating during P5 activities. Therefore, it is necessary to design a good time allocation according to the needs and conditions of the school.

Overall, the success of the implementation of P5 at SMAN 5 Mataram is greatly influenced by the collaboration between students, teachers, partners, and the community. By utilizing all of these resources, schools can create a learning environment that supports the development of students' character and competencies holistically. This research shows the importance of synergy between various parties in supporting educational innovation to achieve better educational goals.

Recomendation
Schools need to evaluate the P5 activities that have been carried out so that P5 activities at SMAN 5 Mataram can run well in the future and schools provide follow-up training activities on the implementation of P5 in accordance with the P5 guidelines so that teachers understand P5.

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