

School Readiness Analysis in Student Profile Reinforcement Project of Pancasila and Rahmatan Lil Alamin (P5-PPRA): *Implement Simulation At MAS Daruzzahidin*

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Abstract

The Reinforcement Project Profile of Pancasila and Rahmatan Lil Alamin for Student activity (P5-PPRA) activity is a strategic effort to shape students' character in accordance with Pancasila values. The success of the implementation of P5-PPRA is highly dependent on the readiness of the school as the spearhead in the learning process. This study aims to analyze schools' readiness to implement P5-PPRA at the Daruzzahidin Private Islamic of Senior High School (MAS). This study uses a qualitative approach with a descriptive research design. Data collection was carried out through direct observation of the P5-PPRA preparation activities and in-depth interviews with teachers. Data analysis used the Miles and Huberman model. The study results showed that teachers at MAS Daruzzahidin had made initial preparations in designing the P5-PPRA activities that will be implemented in 2024. However, several aspects still need to be improved, such as mastery of teaching materials related to P5-PPRA, development of innovative teaching materials, and more intensive collaboration between teachers. Based on the results of the study, it can be concluded that the school's readiness in implementing P5-PPRA at MAS Daruzzahidin is still in its early stages. There needs to be a more intensive effort to improve teacher competence in designing, implementing, and evaluating P5-PPRA activities. Thus, students can gain meaningful learning experiences and are able to implement Pancasila values in everyday life

Keywords: *Madrasah Aliyah; P5-PPRA; School Readiness*



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INTRODUCTION

Education in Indonesia is heavily influenced by policies set by the Ministry of Education, Culture, Research, and Technology (Kemendikbud Ristek, 2021). One of the latest policies is the Merdeka curriculum, which aims to provide flexibility in learning and strengthen students' character through the Pancasila Student Profile Strengthening Project (P5) (Khairunnisa et al., 2024; Risky et al., 2024; Ratna et al., 2022). However, the readiness of schools to implement programs such as P5-PPRA (called as *Projek Penguatan Profil Pelajar Rahmatan Lil 'Alamin*) is still a significant challenge, especially in madrasahs (Kohar et al., 2024; Puspayanti, 2023; Ismail et al., 2021). The simulation of the implementation of P5-PPRA in schools such as MAS Daruzzahidin requires careful planning and full support from various parties, including teachers, principals, and management, to ensure its success (Depdiknas, 2003; 2006; Siregar & Mardianto, 2024).

Several studies have shown that many schools are still not ready to implement this program, mainly due to limited human resources and supporting facilities. According to Marlina et al., (2024); Wahyuni (2021) noted that many teachers do not fully understand the new methods in the Merdeka curriculum, thus hampering the effectiveness of the implementation of P5-PPRA. On the other hand, Firmansyah (2023), revealed that the principal's involvement and coordination between school management are critical in supporting this readiness. This condition shows that readiness depends not only on teachers as the main facilitators, but also on the infrastructure and internal policy support that supports the implementation of this program.

Although several studies have discussed the challenges of implementing the Merdeka Curriculum and P5 (Andrea, 2023; Annisa et al., 2023; Iqbal & Mohammad, 2023), there is still a gap in the study of overall school readiness, especially in the context of madrasah such as MAS Daruzzahidin. This study attempts to fill this gap by examining school readiness from the structural, managerial, and teacher training aspects in implementing P5-PPRA.

The purpose of this study is to analyze school readiness in the simulation of the implementation of P5-PPRA at Senior High School of MAS Daruzzahidin, identify the challenges faced, and provide recommendations to improve the effectiveness of the implementation of this project-based curriculum. This study is expected to provide a detailed picture of school readiness, both from structural and managerial aspects, so that it can offer a real contribution to improving the quality of character-based education through the implementation of the Merdeka curriculum which is more effective and relevant to real conditions in the field.

METHOD

This study uses a qualitative research type with field studies. Qualitative research is a research method that emphasizes in-depth data collection to obtain quality research results. Field studies are used to provide an overview or description and problem-solving. The approach used in this study is a descriptive approach, namely describing

the situation with data that has been collected only descriptively and does not test the hypothesis.

Data collection techniques were carried out by observation and interviews. The data analysis technique used in this study was Miles and Huberman model (Saleh, 2014), which is characterized by four activities: data collection, data reduction, data presentation, and drawing conclusions. These four activities can take place simultaneously. Thus, the data analysis process of the Miles and Huberman model emphasizes the ongoing and continuous interactive cycle more.

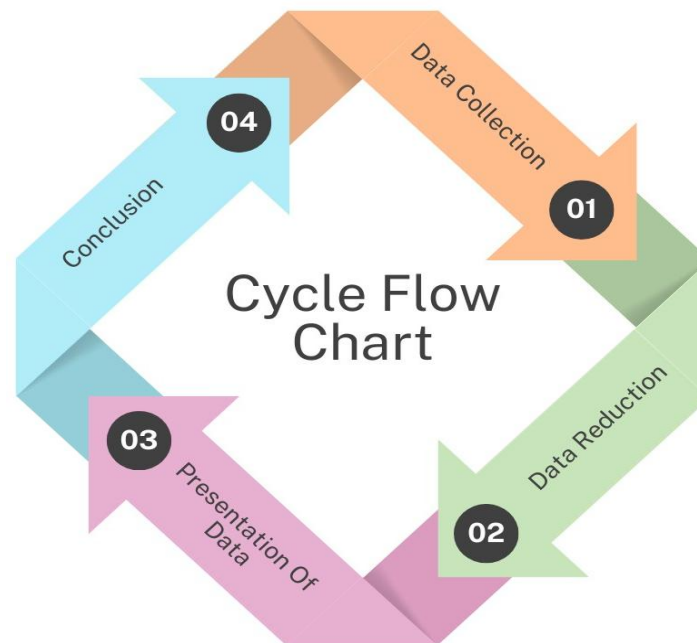


Figure 1. Interactive Cycle Flowchart

Sample or Participant

This study analyzes school readiness in the simulation of the implementation of P5-PPRA at MAS Daruzzahidin, by taking samples from the Vice Principal for Student Affairs and the Vice Principal for Curriculum. Both figures were chosen because of their strategic roles in managing student programs and curriculum development, which are relevant in implementing P5-PPRA. Through interviews and observations, data were collected to measure the extent of understanding, preparation, and steps that the school has taken to run the simulation which refers to Naila & Oksiana (2024).

Instrument

In this study, the instrument used was an interview sheet containing a number of questions related to the analysis of school readiness in implementing P5-PPRA at MAS Daruzzahidin. This interview sheet was designed to obtain in-depth information from the Vice Principal for Student Affairs and Curriculum. Interview analysis was carried out through four stages, namely data collection, data reduction, data presentation, and drawing conclusions, this method refers to Fauziah et al., (2023). The first stage, data collection was carried out through

interviews by recording the school's readiness in implementing P5-PPRA. Then irrelevant data was filtered at the reduction stage by paying attention to aspects of readiness and obstacles. Selected data are presented clearly in the form of tables and descriptive narratives. Finally, conclusions were drawn based on the patterns found, by assessing school readiness and strategies for facing challenges in implementing P5-PPRA.

RESULTS AND DISCUSSION

After conducting research, the results of observations and interviews obtained by researchers from the analysis of school readiness in implementing P5-PPRA at MAS Daruzzahidin can be seen in the following table 1. This study adopted a qualitative method with a field study approach, emphasizing in-depth data to produce quality research. Data were collected through interviews and observations, with the main focus on school readiness in implementing P5-PPRA at MAS Daruzzahidin. The researcher asked questions based on three indicators, namely design, implementation, and evaluation. This indicator aims to understand each step in the research, from the project design stage to the evaluation of the final results of the implementation of P5-PPRA.

The results of the interview with the vice principal of student affairs revealed that the independent curriculum has not been implemented at MAS Daruzzahidin, which is a challenge in designing P5-PPRA for this year. The vice principal of student affairs also explained that the themes to be designed are relevant to the needs and interests of students, such as technology, science, and social themes. P5 activities are planned to be carried out every semester as part of the independent curriculum, with student performance assessments, product assessments, and process assessments as part of the assessment. However, until now, no special training has been provided to teachers before the implementation of P5-PPRA.

Table 1. Interview with the Deputy Principal for Student Affairs

No	Indicator	Question	Answer
1.	Design	What is the background to the implementation of the curriculum at MAS Daruzzahidin?	It has been implemented at MAS Daruzzahidin school
		To what extent is the implementation of the independence curriculum at MAS Daruzzahidin?	Just applied
		Does MAS Daruzzahidin implement P5-PPRA activities?	Will be implemented this year
		Do the P5 activities to be carried out have a context that is relevant to real life for students?	Yes, it is implemented based on community needs or problems in the educational unit environment.

No	Indicator	Question	Answer
		What is the reason for carrying out P5 activities?	To assess students' skills
		What resources are available to support the implementation of P5-PPRA at MAS Daruzzahidin?	Human resources are met
		What theme will be designed?	Themes that suit your needs
2.	Implementation	What will be the flow of activities that will take place in the P5 activity?	The P5 activity flow includes planning, implementation, and evaluation.
		Will P5 activities be carried out every semester? If so, what is the motivation for the commitment to carry out P5 every semester?	Yes, the motivation is as a skills assessor.
		How is the assessment process for P5 activities?	The assessment process is in accordance with the standards carried out
		What are the methods used to evaluate student engagement in P5 activities?	The methods used include surveys, interviews and observations.
		How is the time allocation for P5-PPRA at MAS Daruzzahidin?	P5-PPRA time allocation is carried out in a planned manner and takes into account needs and interests.
		Is there any special training provided to teachers before implementing P5-PPRA?	There is no special training yet
3.	Evaluation	What expectations do teachers have from students through P5 activities?	Improve critical and reflective thinking skills, and be able to apply knowledge and skills in real situations.
		Are P5 projects designed to achieve broader learning objectives, not just skills or knowledge?	Yes, it reaches deeper learning
		What feedback was received from students regarding P5 activities?	Challenging them to think critically and reflectively,
		How do teachers evaluate the effectiveness of the P5-PPRA implementation simulation in improving student understanding?	performance assessment, product assessment, and process assessment.

Table 2. Interview with the Deputy Head of Curriculum

No.	Indicator	Question	Answer
1.	Design	What is the background to the implementation of the curriculum at MAS Daruzzahidin?	The curriculum is intended as a guide and to facilitate the educational process.
		To what extent is the implementation of the independence curriculum at MAS Daruzzahidin?	Beginning and prime
		Does MAS Daruzzahidin implement P5-PPRA activities?	Yes, this is the first time
		Do the P5 activities to be carried out have a context that is relevant to real life for students?	Yes, it is very relevant.
		What is the reason for carrying out P5 activities?	Improve students' critical and reflective thinking skills
		What resources are available to support the implementation of P5-PPRA at MAS Daruzzahidin?	Fulfilling Human Resources
		What theme will be designed?	Themes that suit your needs
		2.	Implementation
Will P5 activities be carried out every semester? If so, what is the motivation for the commitment to carry out P5 every semester?	Yes, it has become part of the rules.		
How is the assessment process for P5 activities?	Assessment of skills, knowledge and results of P5 activities		
What are the methods used to evaluate student engagement in P5 activities?	Evaluation methods include student reflection, project evaluation, ongoing assessment, surveys and interviews, and data collection.		
How is the time allocation for P5-PPRA at MAS Daruzzahidin?	P5-PPRA time allocation at school is 2 hours per week.		
Is there any special training provided to teachers before	There is no training yet		

No.	Indicator	Question	Answer
		implementing P5-PPRA?	
3.	Evaluation	What expectations do teachers have from students through P5 activities?	Improve skills
		Are P5 projects designed to achieve broader learning objectives, not just skills or knowledge?	Yes
		What feedback was received from students regarding P5 activities?	Challenging critical and reflective thinking.
		How do teachers evaluate the effectiveness of the P5-PPRA implementation simulation in improving student understanding?	Through assessment of students' skills and knowledge before and after P5 activities.

In evaluating the success of the implementation of P5-PPRA, schools will conduct several simulations, including student performance assessment, product assessment, and process assessment (Nur'aini, 2023). The evaluation methods used include surveys, interviews, and observations, with the aim of assessing the effectiveness of the activities. From interviews with teachers, it was found that they hoped that P5-PPRA could improve students' critical and reflective thinking skills and help them apply knowledge in real situations.

This method is used to ensure that the P5-PPRA project is designed to achieve broader learning objectives, including mastery of skills and knowledge. Furthermore, from the interview results, it is known that teachers evaluate the effectiveness of the P5-PPRA implementation simulation through student performance assessment, product assessment, and process assessment. This evaluation is carried out systematically to assess the effectiveness of the activity. The hope desired by the teacher is that P5-PPRA can improve students' critical and reflective thinking skills and enable them to apply knowledge and skills in real situations.

Research by Farhana & Cholimah (2024) shows that P5 learning allows students to learn in non-formal conditions with flexible implementation times. Students can also participate in projects organized by educational units. Santosa (2023) stated that the flexibility in P5 activities is expected to help students train their critical thinking skills. Conversely, critical thinking skills may not develop if learning focuses more on the teacher's approach. Therefore, it is important to recognize the need for effective strategies in real situations to depend students' understanding of the ideals of Pancasila and foster critical thinking skills.

The results of the interview with the curriculum vice principal revealed that MAS Daruzzahidin plans to implement the first independent curriculum in 2024. This implementation is considered important because the complex curriculum design in ATP must be modified to suit the needs and references of students, which presents

challenges throughout the independent curriculum learning design stage. The initial implementation of P5-PPRA in the independent curriculum is the main concern of MAS Daruzzahidin in designing the project before implementation. The themes to be designed include the development of critical and reflective thinking skills and the application of knowledge in real situations. The curriculum vice principal also explained that the assessment process in P5 activities includes assessing skills, knowledge, and activity results.

The flow of activities in P5-PPRA includes design, implementation, and evaluation, with a focus on developing student skills. The P5-PPRA project challenges students to think critically and reflectively to develop their character and competencies, which are the references in the P5 project (Rachmawati et al., 2022). This project aims to improve 21st century skills, such as communicating, collaborating, thinking critically, and being creative. The curriculum vice principal also explained that the time allocation for P5-PPRA in schools is two hours per week. In article of Balai Guru Penggerak (2023), educational units are required to form a P5 facilitator team with steps to identify the readiness of educational units, design dimensions and themes, and prepare project modules and project result reporting strategies.

As explained by Dewi, et al., (2024); Yuntawati & Wayan (2023) a mature project plan in P5-PPRA is not only a strong foundation for running the project efficiently, but also allows for necessary adjustments and improvements throughout the project implementation. Continuous evaluation and monitoring are the main benchmarks in ensuring that the project is implemented according to plan.

Research by Tia et al., (2023) describe that P5 activity planning is based on the P5-PPRA planning flow. In project planning, there are several steps that need to be modified and implemented according to the needs and conditions of the education unit. These steps, according to Safitri et al., (2022) the P5-PPRA guide, include forming a facilitator team, identifying the level of readiness of the education unit, designing dimensions, themes, and time allocation for P5, compiling project modules, and designing project result reporting strategies. Thus, it is hoped that the P5-PPRA implemented by teachers, even with varying levels of readiness, will not only be operationally successful but also provide significant benefits for MAS Daruzzahidin in achieving broader educational goals.

CONCLUSION

The results of this study conclude that MAS Daruzzahidin in the simulation of the implementation of P5-PPRA is still in the design of P5-PPRA for the initial stage this year and P5-PPRA activities will be carried out every semester as part of the independent curriculum. Thus, there needs to be school readiness in implementing P5-PPRA so that students can implement Pancasila and religious values in real life.

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