

Optimizing the Development of P5 Worksheets for Teachers: Shaping Student Character at SMAN 1 Terara, East Lombok Regency

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Abstract: Character education through the implementation of P5 (*Projek Penguatan Profil Pelajar Pancasila*) is an important initiative in the Indonesian education system to form students with integrity and national insight. This research aims to optimize the development of the P5 Worksheet for teachers at SMAN 1 Terara, East Lombok Regency, with a focus on building student character. Evaluation is carried out based on the responses of training participants regarding various aspects of material delivery and the abilities of the presenters. The results showed that the majority of participants (50) strongly agreed that the material was delivered well, while 15 participants agreed. The delivery of P5 integration was considered interesting by 44 participants who strongly agreed and 21 participants who agreed. The material was considered easy to understand by 48 participants who strongly agreed and 17 participants who agreed. Apart from that, the presenters were considered capable of creating creativity in the participants, with 47 participants strongly agreeing and 18 participants agreeing. There were no participants who gave responses that disagreed or disagreed with all aspects assessed. Overall, the results of this research show that the development of the P5 Worksheet is effective in improving the quality of learning and shaping student character in accordance with the Pancasila Student Profile.

Keywords: Character building; Pancasila; Worksheet P5

Introduction

Independent Curriculum-based learning is the main focus in efforts to improve the quality of education in Indonesia. The Merdeka Curriculum emphasizes the development of 21st century skills and national values, as contained in Pancasila. According to the Director General of Early Childhood Education, Basic Education and Secondary Education (2021), the Independent Curriculum is designed to prepare the young generation who are competent and have noble character, in line with the demands of the times. However, in its implementation, high schools face a number of challenges related to curriculum adaptation that combines learning needs and the development of Pancasila values as the nation's moral foundation. Along with this, complex problems arise related to

understanding and applying Pancasila values amidst the dynamics of social, economic and political developments, which influence the formation of students' character (Brown et al., 2023).

In this context, Pancasila and Citizenship Education (P5) is an important basis for strengthening students' understanding and awareness of Pancasila values. Mulyasa (2023) stated that P5 aims to shape the character of students who have a love for the nation and state, and are able to internalize the values of Pancasila in everyday life. P5 is also a space for students to understand and internalize the meaning and values of Pancasila in more depth.

However, teachers often face difficulties in developing teaching tools that are in accordance with the principles of the Independent Curriculum and integrating Pancasila values into learning across

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subjects. According to Garcia et al. (2023), teachers' lack of understanding and readiness in implementing the new curriculum is an obstacle in efforts to develop teaching tools that are innovative and relevant to students' needs. In addition, there are challenges in adapting learning methods to suit diverse student characteristics and school contexts.

In facing the complexity of learning based on the Independent Curriculum and the implementation of Pancasila values in high schools, developing student worksheets based on Pancasila and Citizenship Education (P5) is important. Student worksheets are an effective tool in directing learning and emphasizing key aspects relevant to Pancasila values. According to Hidayati et al. (2024), P5-based student worksheets help facilitate a learning process that integrates a deep understanding of Pancasila values with curriculum needs that prioritize 21st century skills. Thus, P5-based student worksheets can help create a learning environment that is conducive to character development and students' understanding of Pancasila values as an integral part of their personality and identity.

In developing student worksheets based on P5, it is important to pay attention to contextual and situational aspects that exist in the school environment. According to Patriana et al. (2021), a deep understanding of students' needs, interests and backgrounds as well as school characteristics can help in designing worksheets that are relevant and interesting for students. By considering the local context and diversity of students, P5-based student worksheets can be designed in such a way that they can actually strengthen Pancasila values in students' daily lives.

However, developing effective student worksheets also requires active involvement from educators. According to Sadewa (2022), teachers need to have a deep understanding of the essence of Pancasila values and skills in designing learning activities that are able to integrate these values into every aspect of the curriculum. Therefore, adequate training and support for educators in the development and implementation of P5-based student worksheets is essential to achieve the desired learning objectives. With strong teacher involvement and a deep understanding of the concept and implementation of the Independent Curriculum and Pancasila values, developing P5-based student worksheets can be a concrete effort to strengthen student character education and patriotism.

Method

This research uses a community service approach (community engagement) with a focus on developing Pancasila and Citizenship Education (P5) worksheets to strengthen the profile of Pancasila students at SMAN 1

Terara, East Lombok Regency. The steps in developing the P5 worksheet are based on a collaborative approach between researchers, school teachers and relevant stakeholders in the local community. First, a literature study and field investigation was carried out to understand the context, needs and challenges faced in developing the P5 worksheet. Next, a series of collaborative meetings and discussions were held with the teachers of SMAN 1 Terara to design and compile the content and format of the P5 worksheets in accordance with the independent curriculum and school needs. Worksheet development was carried out by taking into account the principles of project-based learning and integrating Pancasila values into cross-subject learning activities.

Apart from that, in the process of developing the P5 worksheet, training and workshops were conducted for SMAN 1 Terara teachers regarding the concept of the Independent Curriculum, project-based learning approaches, and strategies for integrating Pancasila values into learning. This training aims to improve teachers' understanding and skills in designing, implementing and evaluating P5 worksheets effectively. During the implementation of the worksheet development, regular assistance and monitoring was also carried out by the research team to provide guidance, feedback and technical support to teachers in facing challenges and optimizing the implementation of the P5 worksheet in the classroom.

Finally, the evaluation was carried out through direct observation, interviews and questionnaires with teachers and students to evaluate the effectiveness and success of using P5 worksheets in building student character and strengthening the profile of Pancasila students at SMAN 1 Terara. The collected data was analyzed qualitatively and quantitatively to evaluate the impacts and obstacles that emerged during the implementation process. The evaluation results are used as a basis for revising and improving the P5 worksheet in order to improve its quality and relevance in achieving the desired learning objectives.

Result and Discussion

Through training that focuses on developing student worksheets based on Pancasila and Citizenship Education (P5), we can now direct attention to the results that have been achieved in an effort to develop students' character. This training provides a strong foundation for teachers to design learning experiences that enrich, deepen and integrate Pancasila values in every aspect of education, thereby encouraging the formation of strong character and based on national values.

Based on the service that has been carried out at SMAN 1 Terara, East Lombok, regarding training in making student worksheets based on strengthening the Pancasila (P5) student profile. The training was carried out for two days with the following results:

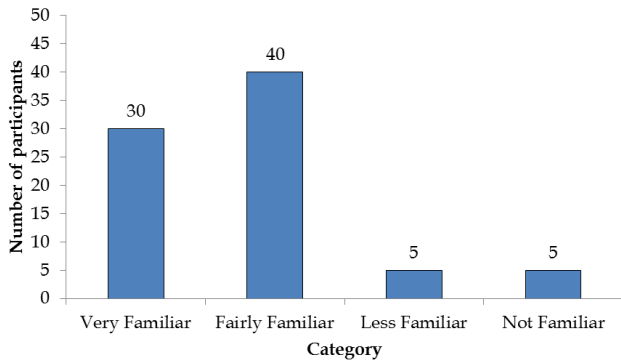


Figure 1. Data on educators' initial knowledge regarding P5

Initial data that describes the level of educators' understanding of P5 (Pancasila and Citizenship Education) is very important for designing an effective curriculum. In this data, 30 people are very familiar with P5, indicating that there is a group that has a deep understanding of Pancasila values and civic principles. Then, another 40 people were mentioned as familiar, which shows that most educators have basic knowledge or sufficient understanding of the material. On the other hand, five people were mentioned as less familiar, which may indicate that there is a need to increase their understanding through training or additional resources. Finally, five more people were completely unfamiliar, indicating an urgent need to provide this group with in-depth training or a more intensive approach to P5.

The importance of educators' prior knowledge of P5 in the context of the Independent Curriculum is crucial. P5 not only introduces Pancasila values, but also forms the basis of national character and identity. With a deep understanding of P5, educators can become effective

agents of change in shaping students' attitudes, values and behavior in accordance with the spirit of Pancasila. The Merdeka Curriculum places a strong emphasis on building strong character and personality, and P5 is one of its main foundations. With strong prior knowledge, educators can integrate Pancasila values into every aspect of learning, helping students understand the importance of diversity, mutual cooperation and the spirit of unity in everyday life.

In addition, good initial knowledge about P5 also allows educators to develop learning strategies that suit students' needs. They can design activities that encourage reflection, discussion and application of Pancasila values in real-life contexts. Thus, strong prior knowledge of P5 is not only about theoretical understanding, but also about the ability to transfer these values into meaningful and relevant learning practices for students. Overall, educators' prior knowledge of P5 is an important foundation in building an effective and relevant Merdeka Curriculum. This ensures that educators have a deep understanding of Pancasila and citizenship values, so that they can become strong models for students in developing character and attitudes that are in accordance with the spirit of the nation and state.

Based on this initial data, training was carried out regarding the creation of student worksheets which must be accompanied by integration of strengthening the Pancasila student profile. The training participants are all teachers from high schools in the area who teach in classes that use the independent curriculum. The training began with an opening by the school principal and head of the study program and then given a pre-test regarding their initial knowledge about P5. After that, it is explained how the P5 integration process works, each aspect of it on the students' worksheets, according to certain topics and themes. Responses from training participants regarding the development of the P5 integrated worksheet are as follows:

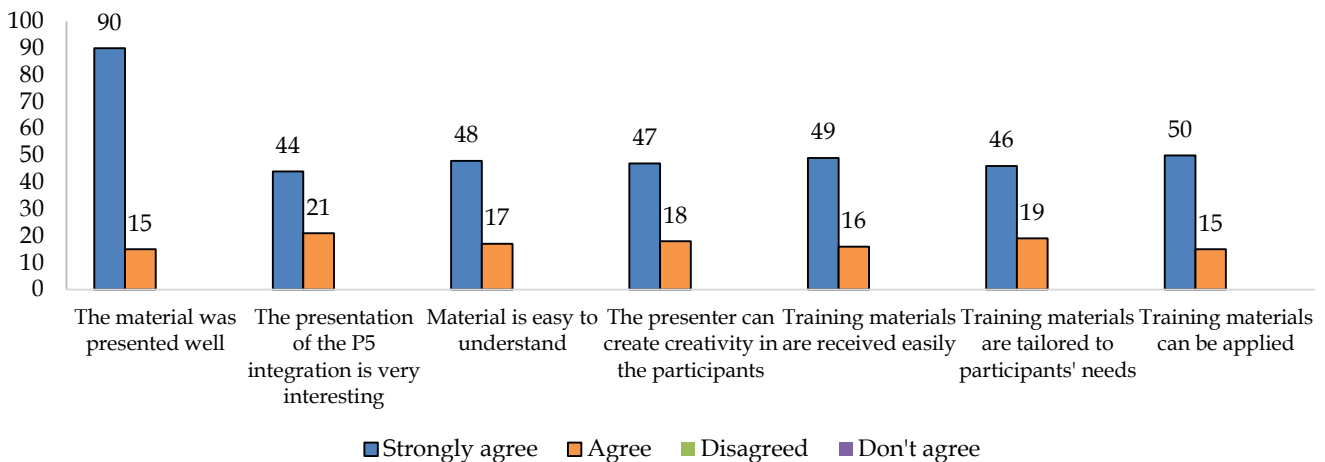


Figure 2. Participants' responses to the training provided

Based on Figure 2, the majority of participants (50) strongly agreed that the material was delivered well, and 15 participants agreed. There were no participants who disagreed or disagreed. The majority of participants (44) strongly agreed that the P5 integration delivery was engaging, and 21 participants agreed. There is nothing to agree or disagree with. Most participants (48) strongly agreed that the material was easy to understand, and 17 participants agreed. There is nothing to agree or disagree with. Most participants (47) strongly agreed that the presenters were able to create creativity, and 18 participants agreed. There is nothing to agree or disagree with. Most participants responded very positively to the training, especially in the aspects of delivering the material, ease of understanding, and the ability of the presenters to encourage creativity. There was no response indicating dissatisfaction.

Training is an important component in human resource development, which aims to improve participants' skills and knowledge. Evaluation of training effectiveness is needed to ensure these goals are achieved (Smith et al., 2022). This research analyzes the responses of training participants regarding several aspects of material delivery and the abilities of the presenters. Based on the data obtained, the majority of participants gave very positive responses, indicating the success of the training in meeting participants' expectations (Lee et al., 2022).

The results of the analysis showed that 50 participants strongly agreed and 15 participants agreed that the material was delivered well. This positive evaluation shows the effectiveness of the material delivery method used. According to Kirkpatrick et al. (2006), effective delivery of material is an indicator of training success. In addition, research by Phillips (1997) emphasizes the importance of clear and structured communication in improving participant understanding.

The presentation of the interesting P5 integration also received a positive response, with 44 participants strongly agreeing and 21 participants agreeing. This shows that the integration method used was able to attract participants' interest and facilitate better understanding. Interactive and interesting delivery methods can increase participant involvement, which in turn increases training effectiveness (Noe, 2010). Research by Gagné et al. (2005) also supports that variations in delivery methods can increase participants' learning motivation.

The ease of understanding the material was also rated very highly by participants, with 48 participants strongly agreeing and 17 participants agreeing. These results indicate that the material presented is appropriate to the participants' level of understanding, and the delivery techniques used are successful in

facilitating effective learning. According to Sweller (1988), material adapted to participants' cognitive abilities can increase learning effectiveness. Reigeluth (1999) also emphasized that good instructional design can increase the achievement of learning objectives.

The presenter who was able to create creativity from the participants also received a very positive assessment, with 47 participants strongly agreeing and 18 participants agreeing. This shows that the presenter has the ability to encourage creativity and innovation among participants. According to Amabile (1996), a learning environment that supports creativity is very important in the development of innovative skills. Beghetto et al. (2010) also stated that creative instructors can motivate participants to think creatively and innovatively.

Overall, positive responses from training participants indicate that this training was successful in meeting learning objectives and improving participants' skills. This success can be attributed to effective delivery methods, easy-to-understand material, and the ability of the presenters to create a creative learning environment. Further studies could consider other factors that contribute to training success, such as organizational support and participant involvement prior to training (Salas et al., 2012). In addition, the implementation of continuous training evaluation is essential to ensure the quality and effectiveness of training programs (Goldstein et al., 2002).

Conclusion

Optimizing the development of the P5 Worksheet (*Projek Penguatan Profil Pelajar Pancasila*) for teachers at SMAN 1 Terara, East Lombok Regency, has shown very positive results. Based on the evaluation of participant responses, the majority of participants (50) strongly agreed that the material was delivered well, and 15 participants agreed, with no one disagreeing or disagreeing. In addition, the presentation of the P5 integration was considered interesting by the majority of participants (44 strongly agreed and 21 agreed), with no one disagreeing or disagreeing. The material was also considered easy to understand by the majority of participants (48 strongly agreed and 17 agreed), with no one disagreeing or disagreeing. Finally, the presenters were considered capable of creating creativity in the participants, with 47 participants strongly agreeing and 18 participants agreeing, and no one disagreeing or disagreeing. Overall, positive responses from participants indicate that the development of the P5 Worksheet was successful in improving the quality of learning and shaping student character in accordance with the Pancasila Student Profile.

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