Assistance in Preparing Project Modules for Strengthening the Profile of Pancasila Students Using Book Creator at Elementary School IT Asy-Asyifa Al Inayah VI

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The Pancasila Student Profile Strengthening Project (P5) is a crucial element in the Merdeka Curriculum to shape student character based on Pancasila values. However, Elementary school IT Asy-Asyifa Al Inayah VI Jambi City does not yet have a Pancasila Student Profile Strengthening Project Module (MP5) tailored to student needs. This programme aims to train teachers to develop interactive MP5 using Book Creator, covering basic to advanced training. As a result, the teacher's ability to design project modules increased, followed by implementing MP5 in schools. The module will be shared through the Merdeka Mengajar Platform as a reference for other schools. The increase in teacher understanding can be seen from the increase in post-test scores (71.18) compared to pre-test (56.54), indicating the effectiveness of the programme.

1. PENDAHULUAN

The Merdeka Curriculum in Indonesia stipulates three primary forms of school activities: extracurricular learning, extracurricular activities, and the Pancasila learner profile strengthening project (P5). The Pancasila Learner Profile Strengthening Project is one of the crucial aspects in the

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programme of driving schools that have implemented the Merdeka Curriculum (Wijayanti et al., 2022). Unlike the previous curriculum, the Pancasila Learner Profile Strengthening Project activities are designed as cross-disciplinary learning that is carried out separately from projects in intracurricular activities.

The Pancasila Student Profile Strengthening Project aims to strengthen the character and create a Pancasila student profile (Alim et al., 2024; Pramudyani, 2024), so as to produce superior human resources (Ismail et al., 2021; Rachmawati et al., 2022; A. Safitri et al., 2022; Wijayanti et al., 2022). This activity provides opportunities for students to explore, evaluate, and develop competencies according to their interests and talents and utilize various global experiences (Alim et al., 2024; Nurasiah et al., 2022; Pramudyani, 2024).

Implementing the Pancasila Student Profile Strengthening Project in schools provides many benefits. Implementation can improve students' entrepreneurial skills (Astrida et al., 2023), support differentiation in learning (Yuntawati & Suastra, 2023), character building (Adirinarso, 2023), and form

brand awareness in students (Arifudin et al., 2023).

Schools implementing the Merdeka Curriculum are required to implement at least two P5 themes in a school year. Seven themes are offered at the junior high school level: Sustainable lifestyle, local wisdom, Bhineka tunggal ika, entrepreneurship, innovation and technology to build NKRI, soul and body, and voice democracy. Only the first five themes can be applied in P5 for elementary school (Kemendikbud Ristek, 2021).

The profile of Pancasila students reflects the expected character and competence of graduates in an effort to realize the character of the nation (Irawati et al., 2022; Mery et al., 2022). Competencies in P5 activities include knowledge (cognitive) and attitudes and behaviors that reflect the identity of Indonesians and citizens of the world. These competencies are expected to develop among Indonesian students, both in learning and social interaction (Irawati et al., 2022). Competencies in the Pancasila Learner Profile Strengthening Project are defined in six main dimensions: faith and piety in God Almighty, global diversity, mutual cooperation, independence, critical

reasoning, and creativity (Kemendikbud Ristek, 2021). These six dimensions develop simultaneously and as a whole (Juliani & Bastian, 2021; Kemendikbud Ristek, 2021; Rusnaini et al., 2021).

Fundamentally, P5 emphasizes character building (Rachmawati et al., 2022). In the era of global technology, education focusing on values and character is important in maintaining a balance between technological progress and human progress. From a psychological point of view, implementing P5 in schools can increase students' self-confidence (Rizal et al., 2022). This is due to the implementation of P5, which allows students to experience knowledge and focus on the problem-solving process encountered during the project (Mery et al., 2022).

P5 activities also allow teachers to innovate in planning projects according to students' needs and interests (Kemendikbudristek BSKAP, 2022; Rachmawati et al., 2022). A creative approach is needed to design an appropriate P5 module to make students' learning experience more meaningful (Wijayanti et al., 2022). The P5 project module is a learning tool designed using a project-based learning approach and adapted to the developmental stages of

learners. This module is developed based on the dimensions, elements, and subelements of the Pancasila Learner Profile, hereafter known as the Pancasila Learner Profile Strengthening Project Module (MP5).
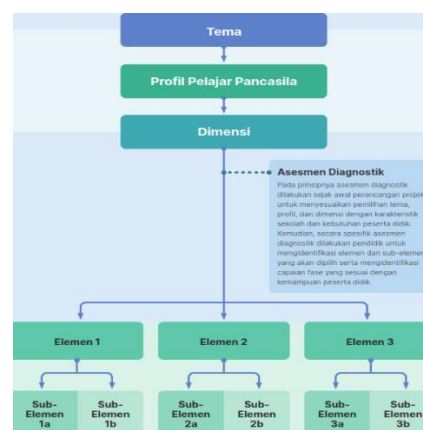

Figure 1. Flow of Selection of Dimensions, Elements, and Subelements of Pancasila Learner Profile

Figure 1 shows the flow of the selection of dimensions, elements, and subelements of the Pancasila learner profile in preparing MP5. The implementation of P5 will be conducted by the scenarios and designs that have been developed in MP5. In the first year, schools will receive a sample MP5 that the Government has prepared. However, this module needs to be modified according to the characteristics of schools and students. Schools are expected to develop their MP5 that reflects the needs and interests of students in the future.

Teachers already have a sufficient understanding of P5, but they still

implement it spontaneously and not without careful planning (Suryadi & Wahyudin, 2024). This lack of planning is due to the lack of knowledge and training facilities on P5 for teachers. This is in line with the opinion of (Suryaningsih et al., 2023) that teachers already have substantial progress in implementing P5 even though they do not have a picture of implementing it. This leads to low teacher competence in implementing P5.

Providing materials and hands-on experience through workshops and training has an effective impact on understanding P5 and improving teacher competence (Astuti et al., 2024; Budiono et al., 2023; Haq, 2023; Kutariani, 2023; Nurhasanah et al., 2024; Pramudyani, 2024; Suryaningsih et al., 2023) as well as skills in preparing MP5 according to student phases (Purnamasari et al., 2023).

P5 modules can be designed and used technology-based (Tungka et al., 2023). This technology can improve the quality of the designed module (Hindriana et al., 2023). For this reason, a supporting platform is needed to create an interactive module that combines audio, visual, and information and communication technology (ICT) components. One technology that can be used is the Book Creator application. This application is a simple and effective module design tool that can improve skills in learning, including writing, reading, speaking, and listening skills (Puspitasari et al., 2020). The Book Creator application allows users to be creative in the design process by inserting various learning materials, such as text, presentations, images, videos, and audio.

Problems related to teacher competence in implementing the Pancasila Learner Profile Strengthening Project (P5) is a global issue that occurs in some areas and extends to various levels of education, ranging from early childhood education to high school. Several studies show this, among others: Alim et al. (2024) who studied elementary school teachers in Koto Baru; Safitri (2023) on the need to develop the competence of preschool teachers in Blora; Priyanti et al. (2023) on the readiness of kindergarten and elementary school teachers in DKI Jakarta to implement the independent curriculum through P5; Susilawati et al. (2023) on elementary school teachers in Sitiung; Purnamasari et al. (2023) in Pekanbaru elementary school; Nabila et al. (2023) related to the difficulties experienced by elementary school teachers in Batok Bali

in implementing P5; Saputra et al. (2022); Setiawan et al. (2023); serta Rosadi et al. (2023) who studied high school teachers in Jambi City.

Asy-Asyifa Al Inayah VI IT Elementary school in Jambi City has the vision to produce a generation of faith, knowledge, character, achievement, and culture. This school has 12 teachers with bachelor's and master's education backgrounds. The Merdeka curriculum has been implemented in grades I and IV. Figure 2 shows the learning atmosphere at Asy-Asyifa Al Inayah VI IT Elementary School in Jambi City.

Figure 2. IT Asy-Asyifa Al Inayah VI Elementary School, Jambi City

Based on an initial survey of the school's condition in implementing the Merdeka Curriculum, information was obtained that Human Skills Science was carried out independently through the Merdeka Mengajar platform. However, this school does not yet have MP5, which is a result of its development.

Teachers and education staff involved in P5 implementation should understand the purpose and benefits of P5. They need to gain capacity building through training and development related to project-based learning. This training has two levels: basic and advanced training, which are tailored to teachers' and education staff's conditions and learning needs (Kemendikbud Ristek, 2021).

Based on the condition that the school does not yet have a self-developed MP5, the service team proposed the activity 'Assistance in Preparing the Pancasila Student Profile Strengthening Project Module (MP5) Using Book Creator in Implementing the Merdeka Curriculum. After participating in this activity, it is hoped that school teachers and education staff will be skilled in preparing for the MP5 according to ideal criteria. The MP5 developed can also be disseminated to share good practices through the Merdeka Mengajar platform so that this module can serve as an example for other schools just implementing the Merdeka Curriculum.

The problem faced by Asy-Asyifa Al Inayah VI IT Elementary School in Jambi City is that implementing P5 is less than optimal and in favor of students

because the module used is still a sample module provided by the Ministry of Education and Research. This information was obtained from a preliminary study conducted at the beginning of the even semester of the 2023/2024 school year. This sample module is used because teachers and education staff who joined the P5 team at Ash-Asyifa Al Inayah VI IT Elementary school in Jambi City have not been able to develop their modules for P5. This sample module has a template design and is not yet interactive. The use of sample modules also has an impact on project selection. Projects in P5 implemented at Ash-Asyifa Al Inayah VI IT Elementary school in Jambi City are still selected by teachers based on the availability of sample modules and have not involved students in expressing their interests and needs.

The solutions offered to solve partner problems through this activity are: (1) Facilitate MP5 development training with a level that suits school readiness. Namely basic training for IT Asy-Asyifa Al Inayah VI Elementary School in Jambi City; (2) Carry out assistance for teachers and education staff involved in P5 at IT Asy-Asyifa Al Inayah VI Elementary School in Jambi

City for the preparation of project modules using book creators in P5 activities; (3) Design projects that are by the characteristics, interests, and needs of students at school and involve students to provide input regarding the designed projects.

2. METODE

Service activities are carried out using action research steps consisting of planning, action, observation and evaluation, and reflection.

Planning

The activities carried out at the planning stage are as follows:

1. Coordinate with the partner group and form the implementation core at the partner. The implementation team organized a preparatory meeting with the school principal. They then explained the aims and objectives of the training program, designed the program mechanism, and discussed some technical aspects of the implementation method. This coordination lasted for 1 month until a schedule and form of cooperation between the two parties were obtained.

2. Socialisation of the mentoring program in the form of basic and advanced training for IT Asy-Asyifa Al Inayah VI Elementary School in Jambi City. Socialization is carried out directly by inviting educators and educational staff involved in the P5 team at partner schools to convey information about the activities to be carried out. The Service Team led this socialization.

3. Production of the training program. The results of identifying and analyzing the problems, needs, and potential of schools became the basis for implementing MP5 development assistance through a series of basic and advanced training for IT Asy-Asyifa Al Inayah VI Elementary school in Jambi City.

Action

The actions in this activity include implementing basic training and advanced training for IT Asy-Asyifa Al Inayah VI Elementary School in Jambi City. The activities carried out in the implementation of the training program are (a) opening registration for training registration participants, (b) forming P5 team working groups, (c) conducting basic training for IT Asy-Asyifa Al Inayah VI Elementary school in Jambi City, (d) conducting advanced training for IT Asy-Asyifa Al Inayah VI Elementary school in Jambi City.

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Observation and Evaluation

Observations were made of preparing MP5 according to the characteristics, interests, and needs of students by the P5 team in partner schools. The observation instrument used was a Google form. The observed problems and shortcomings arose in preparing MP5 during the training, then evaluated in implementing it in P5 activities at partner schools. The product produced in this training activity is MP5, which is based on students' characteristics, interests, and needs.

Reflection

Reflection is carried out to evaluate the implementation of training activities. This is done to obtain feedback so that the shortcomings of the MP5 preparation assistance activities that have been carried out can be known; then, the evaluation results can be used as a basis for the continuation of relevant training programs.

3. RESULTS AND DISCUSSION
Results

Community service activities with the title Assistance in Preparing Project Modules for Strengthening the Pancasila Student Profile (MP5) Using Book Creator at IT Asy-Asyifa Al Inayah VI Elementary School in Jambi City in Implementing the Merdeka Curriculum were carried out on Saturday, 14 September 2024 at IT Asy-Asyifa Al Inayah VI Elementary School in Jambi City. This activity was attended by 26 participants consisting of grade 1 to grade 6 teachers. The results of implementing this service are seen in 3 main objectives, namely increasing the competence of teachers and education staff, developing Interactive P5 modules, and modules tailored to the needs and interests of students.

The success of teachers in preparing MP5 cannot be separated from the training and mentoring they receive. Although most teachers have understood the essence of P5, many have not had a concrete picture of implementing it (Suryadi & Wahyudin, 2024; Suryaningsih et al., 2023). Training provided through workshops and hands-on practice has proven effective in improving teachers' pedagogical and technological competence (Budiono et al., 2023; Purnamasari et al., 2023).

The use of the Book Creator application in the preparation of MP5 is an important breakthrough in the utilization of educational technology. This platform allows teachers to create interactive modules that align with current technological developments (Hindriana et al., 2023; Tungka et al., 2023). The visual, audio, and video elements integrated into the module Help to create a richer and more enjoyable learning experience for students.

Applying a project-based approach in P5 also positively impacts students' psychological aspects, especially increasing their self-confidence. Through P5 activities, students are given the space to experience the learning process first-hand, evaluate

challenges, and solve problems creatively (Mery et al., 2022; Rizal et al., 2022). This creates a learning environment that encourages self-exploration of potential and personal development.

After the mentoring, the teachers better understood the importance of student character building as the primary objective of P5. The modules they developed began to integrate character elements such as gotong royong, independence, and critical thinking, in line with the main objectives of the Pancasila learner profile (Irawati et al., 2022; Rachmawati et al., 2022). This reinforcement functions in classroom learning and in shaping students' social competence when interacting with the broader community.

Teachers' understanding of P5 as cross-disciplinary learning showed significant improvement. Previously, learning was still focused on conventional extracurricular approaches. After the training, teachers began to be able to design project activities that integrate various disciplines by the principles of P5 (Juliani & Bastian, 2021; Kemendikbud Ristek, 2021). Dimensions such as critical and creative reasoning are now being actualized in student learning activities,

indicating a paradigm shift to more meaningful and contextual learning.

Discussion
Improving the Competence of Teachers and Education Staff

Based on the outcomes of the community service initiative, teachers and staff at Asy-Asyifa Al Inayah VI Islamic Elementary school have improved the ability to develop the Pancasila Student Profile Strengthening Project Module (MP5). The understanding of P5 activities, which involve cross-disciplinary learning, has been more effectively assimilated by the teaching staff (Alim et al., 2024; Wijayanti et al., 2022). This is evidenced by the results of the pretest administered before the training and the post-test conducted after its completion, demonstrating an increase in average scores from 56.54 to 71.18.

Previously, teachers relied on sample modules from the Ministry of Education, but now they can develop their modules using Book Creator. This demonstrates that the basic training provided has been effective in enhancing the technical skills of the teachers, particularly in utilizing technology for module development (Hindriana et al.,

2023; Puspitasari et al., 2020; Tungka et al., 2023).

Figure 3. Delivery of MP5 Development Material by the Presenter

Figure 3 shows the presenter from the community service team delivering the training material. The training process taught teachers to pay more attention to the local context, students' interests, and their psychological development in designing meaningful projects. Previously, some teachers may have focused solely on conventionally delivering academic material; however, after the mentoring, they created modules that educate and emphasize character building (Rachmawati et al., 2022), challenging students to think creatively and critically. These competencies are crucial for Indonesian students in the learning context and when interacting in society (Irawati et al., 2022; Juliani & Bastian, 2021; Kemendikbud Ristek, 2021).

Figure 4: Participants Following the Training

Teachers who were previously unfamiliar with the Pancasila Student Profile concept also became more aware of how to instil these values through the projects developed (Irawati et al., 2022; Suryadi & Wahyudin, 2024). They can develop modules that contain character elements such as gotong royong, independence, critical reasoning, and creativity, which are integrated into project-based learning.

Development of an Interactive P5 Module

The use of Book Creator as a platform for creating interactive modules is a breakthrough in this service activity. This platform enables the development of more interactive modules (Puspitasari et al., 2020), enriches students' learning experience, and improves teachers' technological skills (Hindriana et al., 2023; Tungka et al., 2023).

This training activity does not only focus on delivering material content but

also achieving the development of interactive P5 modules. Participants were divided into groups according to their respective phases when developing the module. During outline preparation and development, participants were accompanied by the service team, as shown in Figure 5.

Figure 5 Preparation of MP5 in Groups Assisted by the Service Team

Before participating in the training programme, some teachers still did not have sufficient competence in utilising technological devices to support the learning process. Through mentoring activities, they are guided to master visual, audio and video integration techniques into teaching modules. This aims to increase the subject's attractiveness while creating various teaching methods. According to Faiz & Kurniawaty (2022), this approach encourages technological adaptation and ensures that human development as the subject of education remains balanced.

Thus, digital transformation in the classroom does not neglect the pedagogical essence but rather strengthens it.

The utilisation of multimedia in learning is a crucial factor in supporting the implementation of the Pancasila Student Profile Strengthening Project, as explained by Mery et al. (2022). Interactive content not only encourages students' active participation in project exploration, but also makes learning more contextualised through approaches that touch on real-life aspects.

Teachers with digital competence are able to design creative materials that facilitate the development of collaboration, innovation, and problem-solving skills-essential elements in the Merdeka Curriculum. Educators' technological literacy not only increases the effectiveness of teaching tools, but also forms a holistic learning foundation that integrates Pancasila values. According to Faiz & Kurniawaty (2022), strengthening these skills has a long-term impact in balancing technological progress with the development of learners' human capacity. In addition, these skills increase teachers' confidence in creating a variety of interactive digital content, such as simulations, educational

videos, or collaborative platforms, that enrich the learning experience while preparing students for the dynamics of the digital era. Thus, the synergy between teachers' pedagogical competence and the utilisation of technology catalyses the realisation of a meaningful, adaptive and character-oriented learning process according to the profile of Pancasila learners.

Modules Tailored to Students' Needs and Interests

One of the main successes of this service activity is the realisation of P5 modules that are to students' interests and needs (Kemendikbudristek BSKAP, 2022; Rachmawati et al., 2022). The module is creatively designed to provide students with experience (Wijayanti et al., 2022) and focuses on the problem-solving process that students must face in carrying out projects (Mery et al., 2022).

Figure 6. MP5 Cover Display that the Service Participants have prepared

Before the service, the projects chosen were based more on teacher preferences and existing sample modules. However, after this activity, students are directly involved in the project preparation process. Thus, the selected projects are more relevant and engaging for students, ultimately increasing their participation, relevance, and confidence (Pramudyani, 2024; Rizal et al., 2022). The results of MP5 prepared by participants can be seen in Figure 6.

The developed modules reflect the principle of the Merdeka Curriculum in providing space for students' self-

exploration and development based on their talents and interests (Alim et al., 2024; Nurasiah et al., 2022). Teachers can create modules tailored to students' abilities and interests through the Book Creator platform. The modules combine educational elements with creative approaches, such as project-based tasks that explore students' individual potential and involve more interesting forms of presentation.

Creativity in preparing modules is also an added value in creating varied learning. These modules can be accessed not only at school but also at home, making it easy for students to learn independently by utilising existing technology. Thus, learning activities are not only limited to the classroom but also extend to a more flexible learning environment.

4. CONCLUSION

This community service activity successfully achieved its objectives in improving the skills of teachers and educational staff, as well as engaging students in a more interactive and relevant learning process. By using the interactive and project-based MP5 module, learning becomes more interesting and meaningful for students.

In addition, teachers' technological skills have also improved, allowing them to continue developing innovative learning methods in the future. This programme not only provides a short-term impact on learning, but also builds a strong foundation for the application of technology and the development of student character in accordance with the Pancasila Learner Profile. This training activity can be developed to be applied at a higher level with more difficult project complexity. In addition, to ensure that this good practice will continue, the implementation team will work closely with the learning community in future mentoring.

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