



Model for Developing Pancasila Student Profile Strengthening Project Based on Gender Relations

Virgiawan Listanto^{1*}, Nova Yulanda Putri Sipahutar², St. Aflahah³,
Ahmad Muntakhib⁴

^{1*,3}Research Center for Education, ²Research Center for Public Policy, ⁴Research Center for Religion and Belief, National Research and Innovation Agency (BRIN), Jakarta, Indonesia.

*Corresponding Author. Email: virgiawan.listanto@brin.go.id

Abstract: This study proposes a novel model for developing the Pancasila Student Profile Strengthening Project (P5) based on gender relations. The model aims to improve teachers' understanding and implementation of P5 by incorporating gender equality principles. Employing a qualitative approach with a Research and Development method, the study gathers data through interviews and Focus Group Discussions with key stakeholders, including students, P5 facilitators, principals, and school supervisors in junior high schools across Boyolali, Madiun, Tuban, Yogyakarta City, and Balikpapan. Thematic analysis of the qualitative data guides the model development process. Anchored in the regulatory guidelines established by the Ministry of Education, Culture, Research and Technology, the model offers innovative instructions for teachers and P5 facilitators to integrate gender considerations into various aspects of P5 implementation. This includes forming balanced project groups, selecting resources free from gender bias, and designing learning activities that promote inclusivity and equity. The proposed model offers innovation by integrating gender relations at every stage of developing the Pancasila Student Profile Strengthening Project, ensuring equal access, fair assessment, and materials that reflect gender diversity to strengthen inclusivity and equity in education.


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Introduction

Merdeka Curriculum was designed as an innovative way that bridge scientific fields that focus on developing the character of the Pancasila Student Profile and other essential material that can lighten the learning load that students must take. Therefore, the achievement of a subject matter can be carried out with a curriculum structure that is more flexible and integrated with the use of projects in the learning process (Jojor and Sihotang 2022). The implementation of project-based learning in the Merdeka Curriculum is developed by prioritizing character in accordance with the Pancasila Student Profile or what is commonly known as the Pancasila Student Profile Strengthening Project (P5). In Permendikbudristek No. 56 / 2022 which was later revised 262 / 2022, P5 Learning includes project-based co-curricular activities designed to strengthen efforts to achieve competence and character in accordance with the Pancasila Learner Profile which is compiled based on Graduate Competency Standards. Furthermore, the results of research conducted by (Dini Irawati et al. 2022), revealed that the Pancasila Student Profile is one of the policies that support the realization of national education goals and the continuation of the character strengthening program.

Merdeka Curriculum is planned to be implemented nationally starting in the 2024



academic year (Aji 2023). Previously, the Merdeka Curriculum was still applied optionally and almost 70% of education units have implemented it in the 2023/2024 school year (Desliana 2023). Nevertheless, teachers still experience obstacles in developing P5. The preliminary study conducted by the researchers through interviews and clustered discussions with several P5 teachers in junior high schools in Boyolali Regency, Madiun Regency, and Tuban Regency, and two cities, Yogyakarta and Balikpapan, revealed that Merdeka Curriculum is a new curriculum, so in determining and developing P5 modules, teachers are still groping.

In the researchers' preliminary study, teachers revealed that gender-related issues also occur in P5 learning practices in Junior High School. Teachers experienced difficulties with the composition of study groups. Four mixed groups of boys and girls were initially created for P5 learning. However, in the next few meetings, male and female students were difficult to cooperate. Boys and girls when working on projects were less able to collaborate and share roles. Previous research also found that teachers tend to differentiate the roles of boys and girls, boys are usually given masculine roles while girls are given feminine roles (Bastian and Novitasari 2022). The results of this study also explain that the preparation of a gender-perspective curriculum can be percented at 48, 83% in the category of not good. The same point was also revealed by (Puspitarini and Utanto 2019) that one example of gender bias in education can be seen in curriculum formulation and the low quality of education.

In research conducted by (Aslamyah and Jatningsih 2019) explained that gender relations are a pattern of relationships between male and female characteristics, so that inequality in gender relations can cause one party to have difficulty in developing potential. In education, gender relations are not listed in the official curriculum (Trisnawati and Widiansyah 2022). Efforts are needed to create positive relationships that support the learning process. This is in line with previous research findings that education must be developed with existing educational instruments such as teaching materials and educational curricula, so that it will reduce the number of acts of gender injustice that are developing today (Syafe'i et al. 2020). According to (Achmad 2019) realizing gender-oriented education can be done by developing a gender-sensitive learning process approach.

Topics related to P5 learning have novelty and add to the literature of the academic world. The development of the P5 learning model was carried out because problems occurred during the implementation of this learning. Meanwhile, the learning model must be valid and practical to produce a much more targeted achievement of student learning outcomes (Kasih and Nurcahyo 2020). In research conducted by (Tomy Harsoyo et al. 2019) stated that in developing a new learning model that will be used as an alternative and innovative model, it must be done correctly. In practice, the development of a new learning model cannot only be based on analysis without development and through the trial stage. In other words, expert validation is needed to ensure that the new model developed can be applied in general with the specified objectives. As stated by (Zurqoni and Hariyanie 2018) that the development of learning models must be based on science and research. In addition, P5 in the Merdeka Curriculum is still new, so not many studies have discussed it in depth, especially in the form of a development model. Some research related to P5 is only limited to its implementation (Hadian et al. 2022; Nurjanah and Saadah 2022; Yuliasuti, Ansori, and Fathurrahman 2022). One study also asserted that not all teachers understand how to develop P5, so there is still potential for errors in its implementation (Fitriya and Latif 2022). Therefore, this study aims to design a gender relations-based Pancasila Student Profile Strengthening Project (P5) development model that can improve teachers' understanding of P5 implementation.

Research Method

This research uses the Research and Development (R&D) method with a qualitative approach. This study adopted the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) previously used by (Tegeh and Kirna 2013). This method has five stages, namely analyzing problems, making planning designs, developing prototypes of P5 module guidelines, trials, and evaluations. The trial and evaluation were conducted on a limited basis by several schools. The ADDIE Model's stages can be seen in Figure 1.

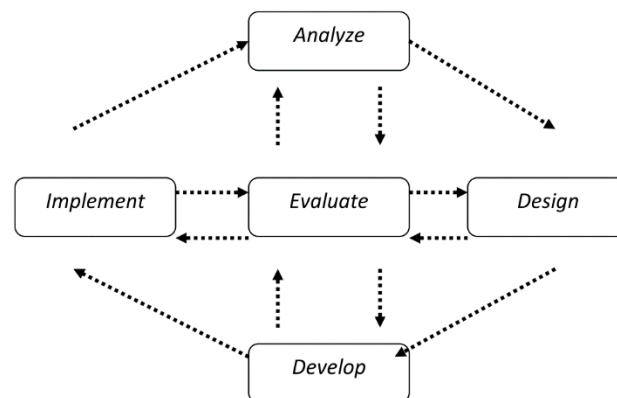


Figure 1. Stages of ADDIE Model adopted from (Tegeh and Kirna 2013)

Scope and Stages of R&D

- 1) *Analyze*, preliminary research analysis. Researchers conducted preliminary research to determine problems or obstacles in the implementation of P5 by paying attention to aspects of gender relations carried out in schools.
- 2) *Design*, design of P5 development model. Making the initial design of the P5 learning model prototype that can facilitate gender relations from the results of the analysis of P5 implementation problems.
- 3) *Develop, Implement, dan Evaluate*, includes the development of a prototype P5 learning model based on gender relations through expert testing. It should be noted that in this research, the stage of implementing R&D is still up to the Develop stage or development based on expert input. Further efforts and research are still needed when it is widely implemented and then evaluated.

The data collection techniques used in this research are in-depth interviews and Focus Group Discussions (FGDs) in 3 provinces: DIY Province (high gender development index), East Java Province (medium gender development index), and East Kalimantan /IKN Province (low gender development index) source: (Badan Pusat Statistik 2022). Qualitative data sources are the words and actions of people observed or interviewed, in addition to data in the form of documents (Moleong 2021). Qualitative data sources were selected purposively, then continued snowball, the number of which was adjusted to the consideration of information and needs in the field. The informants are people who are considered competent to provide information about P5 practices in junior high schools, including students, P5 facilitators, school principals and school supervisors. In the data analysis process, the activities carried out are grouping data based on the type of respondent, tabulating data based on the research focus. The data analysis technique of this research uses an inductive model analysis, which is an analysis based on the data obtained, then develops a certain relationship pattern or becomes a synthesis. In general, the data analysis process includes: data reduction, data categorization, and synthesis (Moleong 2021).



Results and Discussion

Analysis of P5 Implementation Challenges

Almost all teachers in interviews and focus groups stated that while implementing P5, they prefer first to select the project and then the suitable dimensions. P5 employs backward design, which focuses on the objective, impact, and outcomes of a single lesson (Mohammed, Schmidt, and Williams 2022). This implies that establishing the dimensions or characteristics to be reached should be the first step in choosing the sort of project to be carried out, since the project is a tool for achieving learners' aims or Pancasila profiles. However, some teachers have realized the use of this backward design in the execution of P5. The teacher decides the dimensions first, followed by the concept and project. This good practice will be applied to develop the P5 model.

According to the teachers, the topics and projects have not yet been based on the students' needs. This is due to the teachers' lack of understanding of P5. They acknowledged that P5 is still regarded as new, and there is no thorough example. Some schools have sufficient resources to do comparison studies with schools outside the city that have embraced P5. The study observation reveals that the project is determined from the outset, teachers are more rigorous and focused on producing only one sort of project for each subject. There are several possibilities of projects that students can do as long as the design is aimed at achieving the dimensions that have been set. Previous studies has shown that students are happy when they are given a choice of projects to work on and are involved in project selection (Mohammed and Dimmitt 2012). However, during the early phase of P5 implementation, teachers are more involved in choosing dimensions, topics, and projects. Student engagement is limited to development and technical initiatives that the teacher has planned and recommended.

Another consequence when teachers set projects and themes in advance is to make the work title or exhibition the culmination of P5 implementation. The orientation of P5 changes to the output of each project. The showcase in the form of an exhibition is the main alternative chosen by schools as the peak of P5 implementation. On the other hand, the orientation of P5 implementation should be character development. Other alternatives to the output display have not been widely explored by teachers to “celebrate” the results of hard work and assessing the development of student character.

In addition, the management of teachers and teaching hours is still poorly organized. Teachers have multiple jobs at the same time. This happened when the implementation of P5 was still implemented in grade VII only. Some teachers who served as homeroom teachers for grade VII and had to assist with the implementation of P5, at the same time had to teach the subjects they taught in grade VIII and IX. Of course, teachers cannot work optimally in two places at once. The coordination of the P5 supervising teacher team and subject teachers is very important to ensure that P5 and classroom learning go well.

Challenges in Implementing P5 Based on Gender Perspective

A correct and appropriate understanding of gender in schools is an important asset in shaping ideal gender relations. Gender issues in education can be complex and diverse if not handled properly (Purwati, Juliati, and Isda 2020; Faridah 2018). Some challenges that often arise in schools due to an inaccurate understanding of gender include different access and learning opportunities, activities that lead to certain types of gender that cause a lot of discrimination (Muafiah, Puspita, and Wanda Damayanti 2021; Suwartini 2018), discrimination in educational facilities obtained by students, and the growth and development of students' potential that is not optimal. Gender discrimination in the school environment,



ranging from teachers' treatment of students based on gender, the curriculum that is not balanced or inclusive of gender issues, fosters stereotypes of certain gender roles.

In the context of P5 implementation at school, female students are more dominant even though there are fewer of them in the group in doing projects with cooking activities. Meanwhile, male students tend to be more passive even though there are more of them in terms of quantity. In other activities that are considered to require more physical strength, teachers and students have a tendency to leave the task to male students. Meanwhile, there are also female students who want to participate in activities that rely more on strength. Female students are also considered more competent in carrying out the role of treasurer. This can be seen during the election of class officers, when three male students run for the class leader contest. The first rank is appointed as class leader, the second rank is appointed as class secretary, and the third rank is not appointed as treasurer. The position of class treasurer was given to a female student who did not participate in the class officer contest.

This condition illustrates the different treatment between men and women. There are certain labels that are used as the basis for different interactions between men and women. As a result, gender relations in schools do not operate under ideal conditions. Sex and gender are generally considered the same by society, even in the context of education. This understanding is diminishing with more awareness and understanding that gender is not just about biological anatomy, but also about how individuals feel and identify themselves (Kusumawiranti 2021). Sex is associated with a person's biological characteristics such as reproductive organs that are owned by either men or women (Nur A 2020; Arsani, Maksum, and Tuasikal 2021). Meanwhile, the term gender emphasizes the social roles, behaviors, expressions, and identities that a person feels (Mufidah 2017; Ali 2018). Some educational institutions consider the terms sex and gender to be interchangeable due to language limitations or a lack of understanding of the differences between the two. Globally, however, there is a shift towards recognizing that gender is not something entirely tied to biological anatomy.

Stereotyping of certain gender roles as a result of gender is not a top priority in educational curriculum development and implementation. This can lead to knowledge gaps and low awareness of gender issues among learners. This knowledge gap can lead to violence and harassment in the school environment consciously or unconsciously (Lestari 2020; Khoirunnisa and Sarah Sakinayati Hartati 2021; Arifin 2018). Furthermore, gender violence or harassment occurs in the school environment in the form of verbal, physical, or even sexual harassment. Gender violence and harassment lead to sexual harassment between students, teachers to students, and students to teachers. On the other hand, there are certain gender stereotypes in the curriculum. Gender stereotypes appear in presenting certain dominant gender roles in textbooks or learning materials.

Model for Developing P5 Based on Gender Relations

This section will describe the Project Development Model for Strengthening the Profile of Panacasila Students Based on Gender Relations which was constructed from the results of the analysis of P5 implementation problems and then further refined with input from resource persons in the Expert Test FGD activities with P5 Experts consisting of Lecturers, Facilitators, Activator Teachers, Supervisors, and Researchers. The explanation of each step can be seen in Figure 2.

a) Establishment of P5 Coordinator and Team by the school principal

The school principal determines the formation of the P5 coordinator and team. At this stage the principal has a strategic role in the implementation of P5. P5 implementation requires a solid team that truly understands the objectives of the Merdeka curriculum.



They must understand the needs of students both psychologically and cognitively. The principal outlines who will be the P5 Coordinator and the P5 Team in the form of a P5 Team Decree. Therefore, the principal must ensure that the P5 Team has a high work ethic, is creative, tenacious, painstaking, gender-aware and inclusive.

b) Understanding the Student Character Map

This activity aims to determine the character map of each student. This student character map can be done by making a questionnaire that refers to the 6 dimensions (1. faith, fear of God Almighty, and noble character, 2. independence, 3. mutual cooperation, 4. global diversity, 5. critical reasoning, and 6. creativity), elements, and sub-elements in phase D (for junior high school). The questionnaires were distributed for students to fill in according to their needs and possible school conditions. The Initial assessment can be taken as part of the Formative assessment. This character map is useful for:

- 1) Seeing the initial condition of students from the 6 characters of the Pancasila student profile.
- 2) Evaluate the character of students.
- 3) Identify the need for specific types of dimensions.

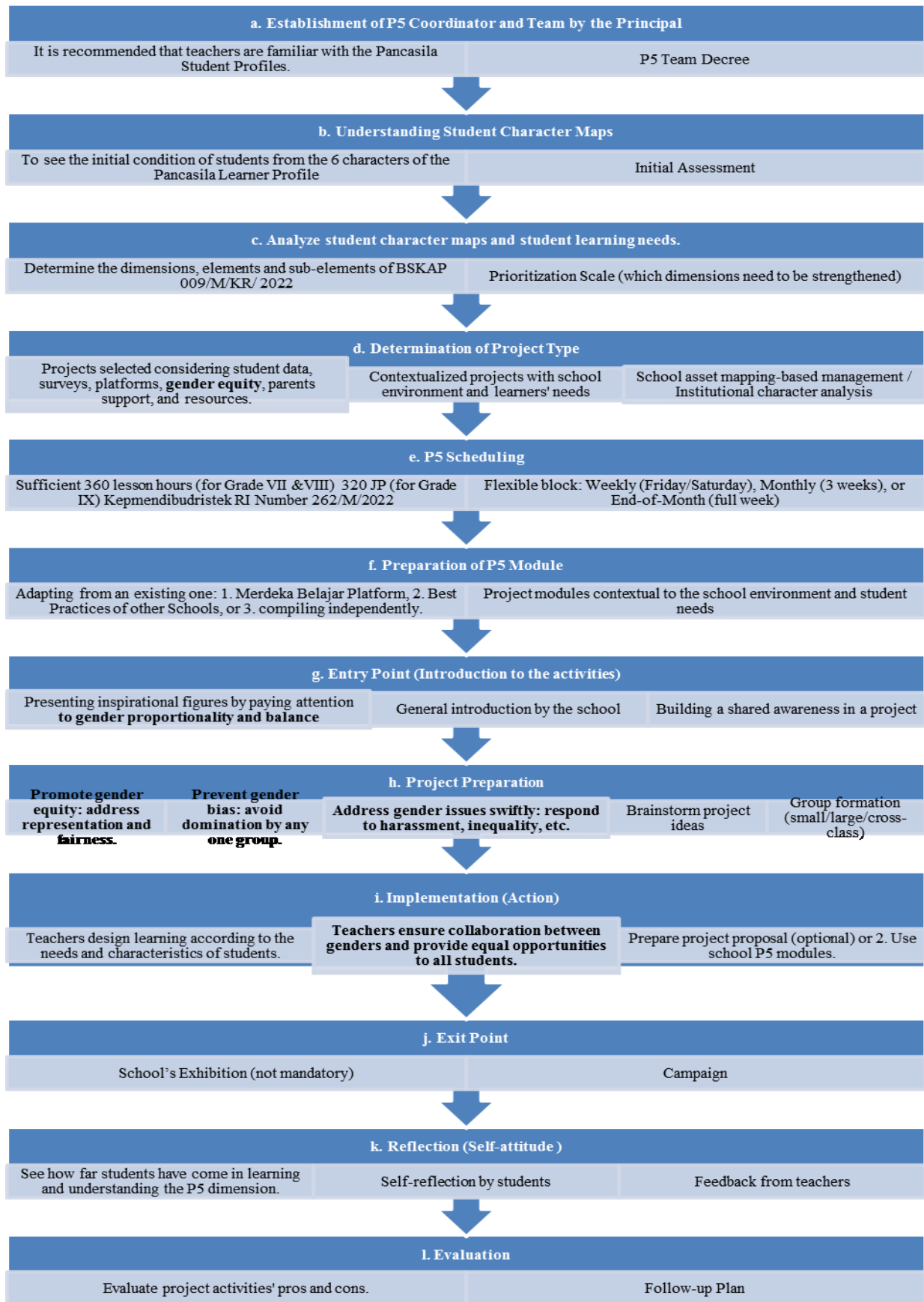


Figure 2. Model for Developing P5 Based on Gender Relations



- c) **Analysis of Student Character Map and Student Learning Needs**
The Student Character Map Analysis aims to find out the characters that need to be strengthened as soon as possible as a priority scale contained in the dimensions, elements, and subelements. The Merdeka curriculum is a curriculum that places students at the center of education by using Project Based Learning as a means of strengthening these characters. Details of the regulations regarding dimensions, elements, and subelements can be seen in the Decree of the Head of the Education Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology Number 009/H/KR/2022 concerning Dimensions, Elements, and Subelements of the Pancasila Student Profile in the Merdeka Curriculum.
- d) **Determination of Project Type**
Determining the type of project to be carried out aims to achieve the character objectives that will be strengthened through the project to be carried out. The projects chosen must be able to open the barriers that prevent students from developing their basic potential as social beings. The projects selected are based on: pay attention to the analysis of report cards, survey results from students, independent learning platforms, pay attention to gender relations because it is important not to let the chosen project turn out to be gender biased, support from student guardians, and availability of learning resources.
- e) **P5 Scheduling**
P5 scheduling is intended to ensure certainty of allocation and certainty of P5 implementation. The allocation of P5 phase D is 360 lesson hours (for grades VII & VIII) and 320 lesson hours (for grade IX) which can be done every week, every month, or with a block system. The implementation of P5 is carried out by taking into account the capabilities or conditions of each school and the type of project to be carried out.
- f) **Preparation of P5 Module**
The preparation of P5 modules aims to make the project contextualized to the conditions of the school and students. Modules from one school to another can be the same or completely different by considering local potential and local culture. Module development can be done by:
- 1) Adopt an existing module in full without change if the school conditions are similar to what is described in the module which can be found on the “Merdeka Belajar” platform;
 - 2) Adapting from what already exists. The adaptation can be taken from the independent learning platform or other schools' best practices;
 - 3) Compile independently tailored to the needs and abilities of the school. This module is considered to be more contextualized but requires hard work from the school.
- g) **Entry Point (Introduction to the activities)**
This entry point aims to build collective awareness to start implementing the project. Entry Point is the first stage of introducing P5 in general to students based on the Learning Outcome Phase. It is expected that students will be able to recognize their potential and talents before entering other phases in higher grades. Based on interviews and input from teachers and supervisors in the FGDs, the model for introducing P5 can be done with a big movement, for example by gathering students in the hall and then the principal opening the activity. This introduction activity can



usually also be carried out by presenting inspirational figures/guest teachers related to the project to be implemented. They can come from within the school, school partners, parents, alumni, and so on. In inviting this figure, gender balance should be considered, which means that it can be from male and female figures. In addition, in inviting these figures, of course, consider the needs and abilities of each school.

Project Preparation

Project preparation activities can be done flexibly by brainstorming and group formation first. Based on interviews and input from teachers and supervisors in FGD activities, the model of project preparation activities in group formation can be made into small groups in one class consisting of four students, for example. Furthermore, as an alternative, it can be made into a large group in one class involving all students in one class. If possible, cross-class groups can be formed that allow collaboration on a wider scale.

Furthermore, brainstorming activities or collecting ideas related to projects can be done through several alternatives including regular group discussions with the use of mind maps to help clarify the flow of activities. In addition, collecting ideas for project activities can be done by utilizing library books, using online facilities, and through observation or direct visits to the field. To find ideas online through browser applications, students should already have and use a belajar.id/madrasah.id account to make it easier for teachers to control student activities.

h) Implementation (Action)

The implementation is very flexible according to the creativity of the educators. Based on interviews and input from teachers and supervisors in FGD activities, this activity model is exemplified by the Proposal Preparation activity. In addition, the Learner Worksheet /module prepared by the school team can be an alternative for implementing this project-based learning. In this implementation, the teacher as a facilitator of project activities designs learning that suits the needs and characteristics of students. Teachers conduct various assessments that help identify learning potentials and barriers. Assessment can be given by looking at the character to be achieved, for example, students in terms of creativity are still in the stage of Not Developing (ND), Starting to Develop (SD), Developing as Expected (DaE), or Highly Developed (HD). Regarding gender relations, teachers ensure that male and female students can collaborate and get equal opportunities in each activity.

i) Exit Point

This stage is the final part of a project. Based on interviews and input from teachers and supervisors in FGD activities, this activity model is exemplified by conducting a work show that is not mandatory. The showcase can be in the form of displaying the work of the students or in the form of a collaborative performance initiated and performed by the students themselves. The purpose of the showcase is to provide appreciation and opportunities for students to introduce the results of their projects or works to the wider community. As an alternative, the final part of this project could be a real action or campaign to realize solutions to existing problems. This campaign action can be in the form of physical activities such as social action and environmental cleanup. In addition, campaign activities can be carried out with social media which aims to increase public awareness of an issue.

j) Reflection (Self-attitude)

To see how far students have learned and understood the dimension, a reflection is needed. In this activity, students are usually asked to think deeply about the learning



experience they have gained when working on the project. Based on interviews and input from teachers and supervisors in FGD activities, this reflection activity model can be done orally, in writing, or through other media such as pictures, videos, and so on. At this stage, the teacher also provides feedback on the activities that have been carried out.

k) Evaluation

This stage is the final part of the Pancasila Student Profile Strengthening Project Development Model Based on Gender Relations which is carried out to determine the shortcomings and advantages of activities and future improvement efforts related to the implementation of a theme of the Pancasila Student Profile Strengthening Project that has been carried out, an evaluation is needed. Based on interviews and input from teachers and supervisors in FGD activities, the evaluation activity model can be carried out with a discussion of the module drafting team and facilitator forum. From the results of the input of the discussion activities, it can be added to the follow-up plan for implementing P5 in the next theme.

In this project, educators have freedom in its preparation, so that the substance of justice in gender relations can be internalized in every stage of the project activities (Khatiban 2019; Lin 2013). Therefore, a comprehensive understanding and holistic approach can be achieved by developing an inclusive Merdeka Curriculum, reducing and even eliminating gender stereotypes among teachers, and increasing awareness of gender issues in the school community. A comprehensive understanding of gender is one of the joints of character building embodied in the Merdeka Curriculum through P5 (Deasy Irawati, Masitoh, and Nursalim 2022; Tuasikal et al. 2021). A comprehensive understanding of gender is outlined in the project implementation module.

Unawareness of gender justice can lead to various forms of gender discrimination. Some forms of discrimination include teachers may unconsciously or consciously give different treatment to students based on gender (Idris and Aisyah 2021; Chotimah 2020). For example, teachers may favor or pay more attention to male students in class than female students, or vice versa. As a result, schools or communities may still limit access or opportunities to participate in extracurricular activities or certain areas of study based on gender, one example of an acceptance mechanism that favors one gender over another (Sahri and Hidayah 2020; Purwati, Juliati, and Isda 2020).

Mutual respect, mutual appreciation, and mutual recognition of each other's strengths are key in successfully eliminating gender discrimination, for example in a herbal medicine making and marketing project. It was found that male students recognized their shortcomings in not being able to make and package herbal medicine well and neatly, but they could do herbal medicine marketing efficiently. On the other hand, female students also admitted that they could not market herbal medicine, but they could make and package it. Prepared with their respective strengths and weaknesses, they agreed to organize a mutually beneficial cooperation by making and marketing herbal medicine. They enjoyed the project with their own awareness and responsibility.

Conclusion

This research and development produced a Project Development Model for Strengthening the Profile of Pancasila Students Based on Gender Relations that can be used by teachers, especially in Junior High Schools. This model refers to the regulatory guidelines made by the Ministry of Education, Culture, Research and Technology by adding instructions and development steps, especially in involving students in determining the chosen project and



strengthening gender relations. This can be done by considering the interests and talents of students of different genders. As an input, the selection of resource persons or experts invited to provide additional material in the P5 implementation series should also pay attention to gender proportion and balance. This can be done by inviting resource people from various genders and fields of expertise so that students have a broader insight. Regarding group composition in project implementation, it must also pay attention to gender proportion and balance. This can be done by teachers as P5 facilitators to help direct the formation of groups consisting of students of different genders. Then the potential disruption of gender relations, such as verbal bullying, injustice, and gender inequality, needs attention by teachers and education personnel who also need to have the knowledge and skills to deal with these potential disruptions. This model offers innovation by integrating gender equality at every stage of the development of the Pancasila Learner Profile Strengthening Project, ensuring equal access, fair assessment, and materials that reflect gender diversity to strengthen inclusivity and equity in education.

Recommendation

Recommendations based on the results of this study are for policy makers to improve the provision of facilities that support the implementation of P5, especially the provision of a comprehensive P5 development model so that teachers do not experience difficulties in implementing it. The recommendations for practitioners or teachers who teach P5 to be more sensitive to understand the importance of gender justice and equality and pay attention to gender relations. Then recommendations for researchers for the development of this model in the future can be made by testing the model more widely in various schools and regions. Further research can also be conducted to analyze the impact of the model on gender relations between male and female students.

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