Integration of Learning Management Based on the Pancasila Student Profile Strengthening Project (P5) in Developing Reference Books for Elementary School Teachers

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ABSTRACT: This study aims to develop a reference book to support elementary school teachers in understanding and implementing learning management based on the Pancasila Student Profile Strengthening Project (P5). The research was conducted at SDN 20 Pangkalpinang, SDN 33 Pangkalpinang, and SDN 28 Pangkalpinang from July to December 2024, involving elementary school teachers as research subjects. The Research and Development (R&D) method with the ADDIE development model, consisting of five stages Analyze, Design, Develop, Implement, and Evaluate was used in this study. The validation results from material and media experts showed average scores of 87.6% and 84.6%, respectively, indicating that this reference book meets the eligibility standards in terms of content and design. Small- and large-scale trials produced an average score of 89.25%, indicating that this book is highly practical for teachers to use. Positive responses from teachers further strengthen the relevance of the book to learning needs in the field. Teachers reported being helped in understanding the P5 concept and implementing it in project-based learning. The book also includes practical guidance and suggestions for improvement, such as strategies for overcoming obstacles like time and resource management, as well as a more detailed assessment rubric.

KEYWORDS: Learning management, Pancasila Student Profile Strengthening Project (P5), reference books, Elementary School teachers

I. INTRODUCTION

The Pancasila Student Profile Strengthening Project (P5) is a concept that explains and describes achievements in a characteristic and attitude that is adjusted to the objectives of education [1]. A student is expected to be able to understand [2], appreciate [3], and apply Pancasila values in everyday life [4]. This profile aims to form the concept of a young generation with character [5], social awareness, and the ability to contribute positively to the progress of the nation and state [6]. Based on the Pancasila student profile, a student also needs to be understood by the teacher as a concept of teaching achievement in education [7], therefore it is necessary to conceptualize a program to support and manage learning activities that are carried out as well as possible by an educator [8].

The problems faced by several elementary schools in Pangkalpinang, such as SDN 20, SDN 33, and SDN 28, indicate an urgent need for better integration of learning management. At SDN 20 Pangkalpinang, for example, the learning system often runs partially and is poorly coordinated. Teachers have difficulty aligning teaching and learning activities with the existing curriculum, which results in less than-optimal learning processes and absorption of material by students. Meanwhile, SDN 33 Pangkalpinang faces challenges in strengthening the Pancasila Student Profile (P5). The values of Pancasila which should be the main foundation in forming student character have not been well integrated into every learning activity. The lack of training and resources for teachers to implement these values makes the character education process less effective so that students do not receive comprehensive learning in building character according to the principles of Pancasila.

At SDN 28 Pangkalpinang, the main problem lies in the limited reference books available to teachers. Many teachers rely on limited and inadequate learning resources to support optimal teaching processes. This is exacerbated by the lack of development of relevant reference books that are by curriculum needs. Without adequate reference books, teachers have difficulty in providing rich and in-depth material, which ultimately affects the quality of student learning. Challenges in implementing project-based

learning are also common problems in the three schools. Many teachers have not fully understood or adopted the project-based learning method, which has great potential to increase student engagement and creativity. The gap in teacher competency in implementing this approach results in learning that is less innovative and interesting for students. Further support, both in the form of training and resources, is needed to address this problem. Overall, the problems faced by SDN 20, SDN 33, and SDN 28 Pangkalpinang highlight the importance of better integration of learning management, strengthening Pancasila-based character education, and developing and providing adequate reference books for teachers.

State of the Art in previous research is used to analyze and clarify the concept of the study in the discussion of the development [9] and to distinguish it from the writing that has been or is being done [10]. This study includes previous research related to the concept of learning management based on the Pancasila student profile strengthening project (P5).

Strengthening the Pancasila Student Profile through local wisdom values is the main focus of the study [11], an High School students. This study suggests three main implications: education management integrated with Pancasila, and character-based decision-making. In the context of the Independent Curriculum, research by [12] shows that P5 management in the learning process and integration of learning with Pancasila can be used as a reference for developing the concept of education management integrated with Pancasila values, supporting more effective and relevant learning outcomes.

In addition, several studies have made significant contributions to the development of reference books for elementary education. [13] emphasized the importance of reference books that focus on the integration of character values in the curriculum. [14] found that the use of interactive and project-based reference books can improve student engagement and their learning outcomes. [15] revealed the importance of content validity in reference books to ensure suitability with the curriculum and learning needs. [16] showed that reference books equipped with digital resources and technological aids can improve the quality of learning. [17] emphasized the importance of reference books that are practical and easy to use by teachers to facilitate the teaching process and increase the effectiveness of learning in the classroom.

nt research (2023-2024) focuses on digitalization and innovation, including RPG-based learning, MSME support in digital marketing, and the use of e learning platforms such as Wordwall. In the future (2024-2028), the focus of research will be on the development of modern technology based learning media that increase student interest and help teachers understand student character, emphasizing the importance of technological innovation in education for more interactive and effective learning.

The problem-solving approach in this research involves the development of a project-based learning management reference book to strengthen the Pancasila student profile (P5) with simple procedures: problem identification, data collection, and product design. Data analysis was carried out qualitatively and quantitatively qualitatively for interview and document data, and quantitatively for questionnaires. A preliminary study that included a literature review and curriculum was used to collect data related to the reference book developed. This study aims to develop a reference book to support elementary school teachers in understanding and implementing learning management based on the Pancasila Student Profile Strengthening Project (P5).

II. RESEARCH METHODOLOGY

This study focuses on developing reference books for elementary school teachers as an effort to enhance their understanding of project-based learning management to strengthen the Pancasila Student Profile (P5). The research will be conducted in three schools in the Pangkalpinang area from July to December 2024. These schools include SDN 20 Pangkalpinang, SDN 33 Pangkalpinang, and SDN 28 Pangkalpinang, which serve as the objects of the study. The primary subjects of this research are elementary school teachers.

This study employs the Research and Development (R&D) method using the ADDIE development model, which consists of five stages: Analyze, Design, Develop, Implement, and Evaluate [18]. The development stages in this study are illustrated in Chart 1.
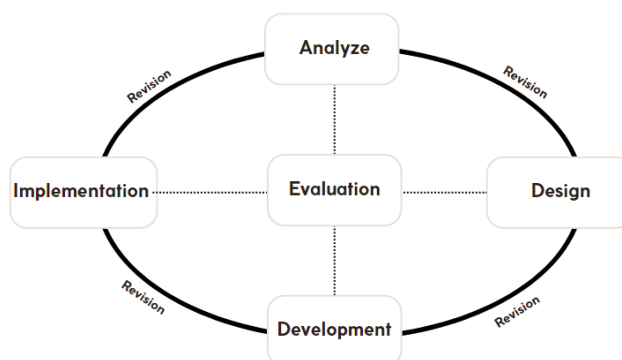

Figure 1: Stages of the ADDIE Development Model

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The ADDIE instructional model is an instructional process consisting of five phases, namely analysis, design, development, implementation and dynamic evaluation [19]. The stages of the ADDIE Model are implemented.

The data collection instruments in this study used questionnaires and tests. The questionnaires used included media expert questionnaires, material expert questionnaires and language expert questionnaires. The questionnaires were analyzed to see the validity of the products developed [20]. In addition, the instruments used were teacher response questionnaires and principal responses to see the practicality of the product. Data analysis techniques used pretests and posttests to know the effectiveness of the products developed using N-gain.

III. RESULTS AND DATA ANALYSIS

A. Analyze Stage

The Analyze stage focuses on identifying the needs and problems faced by teachers related to the integration of the Pancasila Student Profile Strengthening Project (P5) in learning. Data were obtained through interviews with teachers at SDN 20 Pangkalpinang, SDN 33 Pangkalpinang, and SDN 28 Pangkalpinang. The following are the results of the interviews:

1. Understanding the Concept of P5

Most teachers understand the basic concepts of P5 but find it difficult to apply them to their learning. Teachers mentioned that there is no structured and relevant practical guidance to help them implement effective project-based learning.

2. Suitability of Material to Local Context

Teachers said that available project-based learning materials often do not reflect local values or cultural contexts, making students less interested in participating. They need guidance that includes elements of local wisdom.

3. Project Based Learning Management

Teachers face obstacles in designing, implementing, and evaluating project-based learning. The obstacles include limited time, resources, and knowledge of effective classroom management to support project activities.

4. Need for Reference Books

All respondents agreed they needed a reference book that could provide practical guidance on project-based learning management by the P5 principles. The book is expected to include implementation steps, assessment strategies, and relevant and contextual project examples.

Based on the interview results, it can be concluded that teachers at SDN 20 Pangkalpinang, SDN 33 Pangkalpinang, and SDN 28 Pangkalpinang need the development of a reference book that integrates project-based learning management for Strengthening Pancasila Student Profiles (P5). The book must meet teachers' needs in designing project-based learning that is in accordance with the local context, provide practical, applicable guidance, and support the achievement of P5 goals, namely building competitive student characters with a global perspective while still loving local culture.

B. DESIGN STAGE

At this stage, the reference book is designed based on the results of the needs analysis. The book is developed with consideration of the needs of elementary school teachers to understand and implement the Pancasila Student Profile Strengthening Project (P5) within the framework of project-based learning (PBL). Its structure is crafted to provide systematic, practical, and contextually relevant guidance for elementary schools. Below is a draft of the table of contents for the reference book:

The table of contents includes several key sections to provide a clear and organized structure for readers. The cover features essential visual information about the book, such as the title, author's name, and publisher. The Author's Page contains a brief profile of the author. The Foreword introduces the background and purpose of the book. The Table of Contents serves as a navigational guide, helping readers locate specific sections of the book.

CHAPTER I: Introduction

This chapter explains the fundamentals of learning management concepts, the Pancasila Student Profile Strengthening Project (P5), and the purpose of the book in supporting project-based learning (PBL) in elementary schools. It provides a theoretical foundation for understanding the importance of integrating the P5 approach into project-based learning.

CHAPTER II: Pancasila Student Profile (P5)

This chapter discusses the six core dimensions of the Pancasila Student Profile: Faith and Devotion to God Almighty, Critical Thinking, Creativity, Mutual Cooperation, Global Diversity, and Independence. It also emphasizes the significance of implementing P5 in elementary education as a means to develop students with strong character.

CHAPTER III: Examples of P5 Projects in Elementary Schools

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This chapter presents real examples of P5 implementation in project-based learning activities. It includes detailed project implementation plans aligned with the P5 dimensions, providing teachers with practical insights for classroom application.

CHAPTER IV: Integration of P5 in Project-Based Learning (PBL)

This chapter explores strategies for implementing P5 across various subjects in elementary schools. It outlines steps for designing PBL focused on P5 and highlights the teacher's role in guiding and facilitating these projects.

CHAPTER V: Planning a P5 Project in Elementary Schools

This chapter provides a guide on selecting project themes relevant to P5, planning and implementing projects, and fostering collaboration among teachers. It also emphasizes the importance of leveraging available learning resources to ensure project success.

CHAPTER VI: Project Evaluation and Reflection

This chapter offers guidance on assessing student project outcomes using rubrics and portfolio assessments. It also underscores the value of conducting reflective sessions with students to evaluate their learning experiences post-project.

CHAPTER VII: Implementing P5 in the Classroom

This chapter focuses on practical tips for integrating P5 into daily lessons, facilitating projects, and enhancing student engagement throughout the learning process.

CHAPTER VIII: Classroom Management for the P5 Project

This chapter provides strategies for effectively managing the classroom, time, and resources to support project success. It also includes methods for dividing tasks among students to ensure smooth project execution.

CHAPTER IX: Conclusions and Recommendations

This chapter summarizes the importance of integrating P5 into elementary school learning and provides actionable recommendations for its effective implementation in schools.

The Bibliography: This section lists all references used in compiling the book, including books, journals, articles, and other relevant sources. It serves to acknowledge original authors and ensure the credibility and validity of the book's content.

The Author's Biography: This section includes a brief profile of the authors, detailing their educational background, professional experience, and contributions to education.

The book is designed using simple language and engaging illustrations to facilitate teachers' understanding of P5 concepts and applications. It features examples of projects based on local wisdom to inspire teachers to utilize contextual teaching materials. The book format is practical, including step-by-step guides, assessment rubrics, and reflection tips to ensure project sustainability.

C. DEVELOPMENT STAGE

The development stage is the process of developing an initial prototype of the reference book based on the results of the analysis and design that have been carried out previously. At this stage, the draft of the reference book that has been prepared is validated by material experts and media experts to assess the quality of the content, clarity of information, and the feasibility of learning media. This validation process aims to ensure that the book can meet the needs of teachers in integrating the Pancasila Student Profile Strengthening Project (P5) into project-based learning.

1. Results of Material Expert Validation

Validation of material experts was conducted by HV., who has expertise in the field of project-based learning and P5. The validation questionnaire covers several aspects of table 1.

Table 1: Results of the Material Validation Questionnaire

Assessment Aspects	Indicators	Score (%)	Description
Completeness of Material	Materials cover all P5 dimensions and PBL steps	90%	Very Eligible
Relevance of Material	Suitability to the needs of elementary school teachers and local context	88%	Very Eligible
Clarity of Language and Presentation	Material delivery is easy to understand	85%	Very Eligible
Average Score		87.6%	Very Eligible

The book is considered very complete with a score of 90%, because it covers all dimensions of P5, implementation steps, and examples of local wisdom-based projects. A score of 88% indicates that the book's material is very relevant to the needs of

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elementary school teachers, both in terms of curriculum content and local context. With a score of 85%, the language used is considered communicative and easy for teachers to understand, although there are suggestions to add additional illustrations to the project example section. Overall, the validation of material experts produced an average score of 87.6%, which is categorized as very feasible with minor recommendations for visual improvements.

    2.   Media Expert Validation Results

Media expert validation was conducted by Mr. FA who has expertise in learning media design. The validation questionnaire includes aspects of table 2:

Table 2: Media Validation Questionnaire Results

Assessment Aspects	Indicators	Score (%)	Description
Book Layout and Design	Attractive and structured visual display	85%	Very Eligible
Visual Consistency	Consistency of design elements and icons	82%	Very Eligible
Readability	Font size, spacing, and layout support comfort	87%	Very Eligible
Average Score		84.6%	Very Eligible

With a score of 85%, the layout of the book is considered quite attractive and easy for readers, but it is recommended to improve the color combination in some parts to make it more contrasting. A score of 82% shows fairly good design consistency, especially in the use of icons and visual elements. However, diagrams need to be added to clarify the relationship between the project implementation steps. The book scored 87% in the readability aspect because the font size and spacing between lines are in accordance with reading comfort standards. The average score from media experts is 84.6%, which is categorized as very decent, with suggestions for adjusting the color and adding supporting illustrations.

    3.   Book Revision and Improvement

Based on input from material experts and media experts, revisions were made to several sections; Adding visual illustrations to project examples to make it easier for teachers to understand their implementation; Adjusting the colors in tables and diagrams to make them more attractive and contrasting; Adding a flowchart of PBL implementation steps based on P5 to clarify the relationship between stages.

Based on the validation results from Mrs. Hv and Mr. FA, the reference book was declared very suitable for use with an average overall score of 86.1%. This book can be a practical and relevant guide for elementary school teachers to integrate the Pancasila Student Profile Strengthening Project (P5) in project-based learning. The revisions made ensure that the book is more communicative, and visually appealing, and by user needs.

D. IMPLEMENTATION STAGE

The Implementation stage in this study aims to test the practicality and effectiveness of the reference book that has been developed to support Elementary School (SD) teachers in integrating the Pancasila Student Profile Strengthening Project (P5) into project-based learning (PBL). Implementation was carried out through limited trials (small scale) and field trials (large scale) involving elementary school teachers in three schools: SDN 20 Pangkalpinang, SDN 33 Pangkalpinang, and SDN 28 Pangkalpinang.

    1.   Small Scale Trial

In a small-scale trial, the reference book was tested by 10 teachers selected purposively from three schools. Teacher responses to the book were measured using a questionnaire covering the aspects of table 3.

Table 3: Results of small scale trials

Assessment Aspects	Score (%)	Description
Clarity of Material	92%	Very Practical
Relevance to Teacher Needs	90%	Very Practical
Ease of Use	88%	Very Practical
Integration with P5	89%	Very Practical

The average score obtained from the small-scale trial was 89.75%, which is categorized as very practical. Teachers provided minor input, such as adding more specific assessment rubric examples for certain subjects.

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2. Large Scale Trial

In the large-scale trial, the reference book was utilized by 30 teachers from three schools that served as the subjects of the study. The teachers were instructed to use the reference book over a two-week period to design and implement project-based learning in their respective classrooms. Teacher responses to the book were assessed using a questionnaire that covered the same aspects outlined in the small-scale trial Table 4.

Table 4: Results of large-scale trials

Assessment Aspects	Score (%)	Description
Clarity of Material	91%	Very Practical
Relevance to Teacher Needs	89%	Very Practical
Ease of Use	87%	Very Practical
Integration with P5	88%	Very Practical

The average score from the large-scale trial was 88.75%, which is also categorized as very practical. Teachers gave positive responses to this reference book, especially in the section on the guide to the steps of PBL implementation and examples of projects relevant to the P5 dimension.

Teachers' responses to the developed reference book showed a very positive response. Teachers felt that this book provided a deep understanding of the concept of the Pancasila Student Profile Strengthening Project (P5) while helping them apply it in project-based learning in the classroom. Most teachers stated that this book was relevant to practical needs in elementary schools, provided clear guidance, and facilitated the planning and implementation process of project-based learning. This book is considered capable of being a practical and applicable guide in supporting the integration of P5 into learning.

However, several teachers provided constructive suggestions for improving the book. Teachers suggested that this book be equipped with a more in-depth explanation regarding strategies for overcoming obstacles in project implementation, such as time management, resources, and collaboration between teachers. This input is important evaluation material to improve the quality of the book so that it can provide a more comprehensive solution for teachers in facing the challenges of implementing project-based learning in the field. Based on small and large-scale trials, the reference book is considered very practical for use by Elementary School teachers. The average score from both stages of implementation is 89.25%, which shows that this book has successfully supported the integration of P5 in project-based learning. Positive responses from teachers confirm that this book is relevant, easy to use, and relevant to the needs in the field. Input from teachers will be considered for improving the book in the next version.

E. EVALUATION STAGE

The Evaluate stage in this study aims to assess the effectiveness and final quality of the reference book developed based on large-scale trials, teacher responses, and validation from experts. The evaluation was carried out by analyzing data from practicality questionnaires, interviews, and input from teachers and validators to improve the reference book before it is widely used.

The results of the teacher response questionnaire in the large-scale trial showed that the reference book was very practical with an average score of 88.75%. Teachers considered that this book provided an easy-to-follow guide to designing and implementing project-based learning integrated with the dimensions of the Pancasila Student Profile (P5). This high level of practicality indicates that the book can be used directly without requiring any additional adjustments.

The results of interviews with teachers showed that this book was considered relevant and helpful in implementing project-based learning. Teachers also provided constructive input, such as the need for additional technical guidance to manage time and resources when running projects in class. This input became evaluation material to improve the book to make it more applicable.

Evaluation by material experts and media experts showed very satisfactory results. The material expert validator gave an average score of 87.6% with a very feasible category, while the media expert validator gave an average score of 84.6% with a very feasible category. The experts suggested that this book be equipped with more detailed assessment rubric examples and more structured reflection guides to support student project evaluation. Based on the evaluation results, several improvements were made to the reference book; the Addition of more specific assessment rubric examples for various P5 dimensions; the Addition of technical guidelines to overcome project implementation obstacles, such as time management, resources, and collaboration; Improvement of the book's visual design to improve readability and visual appeal.

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The reference book that was developed has gone through a comprehensive evaluation process and showed very positive results from various aspects, both in terms of practicality, relevance, and effectiveness. With a high level of eligibility from the validator and positive responses from teachers, this book is considered ready to be used more widely in supporting elementary school teachers to integrate P5 into project-based learning. The improvements made ensure that this book is more applicable and relevant to needs in the field.

IV. DISCUSSIONS

In this study, the main objective is to develop a reference book that integrates Project-based Learning Management for Strengthening Pancasila Student Profiles (P5) in Elementary Schools. The results of the study indicate that the development of this book is very relevant to the needs of teachers at the elementary school level, especially in implementing project-based learning that focuses on strengthening Pancasila values.

Education in Indonesia, especially at the elementary school level, faces major challenges in shaping students' character and skills that are by the demands of the 21st century [21]. One of the steps taken to overcome this is through the integration of the Pancasila Student Profile (P5) in learning, which is one of the main objectives of the Merdeka Curriculum. P5 consists of six main dimensions: Faith and Devotion to God Almighty, Critical Thinking, Creativity, Mutual Cooperation, Global Diversity, and Independence [22]. This dimension not only focuses on knowledge but also the development of attitudes and life skills that are relevant to the development of the times.

Project-based learning (PBL) has been proven effective in creating more contextual and applicable learning for students [23]. According to [24], PBL supports the development of 21st century skills [25], such as problem-solving and collaboration, which are essential in strengthening the P5 dimension. Therefore, the integration of P5 in project-based learning provides a clear direction for teachers to shape students' character through projects based on Pancasila values.

The reference book developed to support P5-based teaching in Elementary Schools was considered very feasible according to the material expert and media expert validators. The validation results showed a high score, with the material expert validator giving 87.6% and the media expert giving 84.6%. This indicates that this book is very good in terms of material content and visual design.

The practicality of this book, which was measured using a questionnaire to teachers, also received a very positive response. Most teachers felt that this book made it easier for them to understand and apply the P5 concept in learning. Teachers also felt that this book was relevant to the context of education in Indonesia, especially in supporting the implementation of the Merdeka Curriculum in the classroom. According to [26], practical and easy-to-understand material for teachers will improve the quality of teaching and have a positive impact on student learning outcomes.

However, there are some suggestions for improvement, namely the addition of strategies to overcome obstacles in project implementation, such as time and resource management. This shows that although this book has been very helpful for teachers, there is still room for improvement in terms of presenting practical solutions to challenges that may be faced in the field. In addition, some teachers also suggested the addition of a more structured assessment rubric to help evaluate students in P5-based projects.

The developed reference book has proven to be a suitable reference for Elementary School teachers in implementing project-based learning that integrates the dimensions of the Pancasila Student Profile. This book is designed to help teachers design and implement projects that not only improve students' academic skills but also shape their character by Pancasila values. This is in line with the findings [27] [28], which state that the project-based approach can improve cognitive competence while building students' character values through contextual learning.

Although it has met the eligibility standards in terms of content and design, input from teachers and validators indicates the need for improvement of the book. Teachers proposed the addition of a section discussing time and resource management in project implementation. This input is relevant to the statement [29] which emphasizes the importance of practical guidance for teachers to overcome technical obstacles in the field, such as limited time and resources. In addition, the addition of a more in-depth assessment rubric is needed to provide a more specific reference in evaluating student project results [30].

This book also has the potential to be a model for the development of other learning resources that support the implementation of the Independent Curriculum, especially in the context of Elementary Education. As a practical reference, this book combines theory with concrete step-by-step guidance, which is in line with recommendations [31] and [32] on the need for learning aids that support the integration of Pancasila values into the school curriculum. With further refinement, this book can be more applicable and effective in helping teachers face the challenges of implementing the Independent Curriculum.

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V. CONCLUSIONS

This study uses the ADDIE development model which includes five stages: Analyze, Design, Develop, Implement, and Evaluate to produce a reference book "Integration of Project-Based Learning Management Strengthening Pancasila Student Profiles (P5) in the Development of Reference Books for Elementary School Teachers". At the analysis stage, it was found that elementary school teachers needed relevant and practical guidance to understand and implement P5 in project-based learning. The design stage then produced a book framework that included the concept of P5, project implementation steps, and practical guidance for teachers.

At the development stage, this book was validated by material and media experts with scores of 87.6% and 84.6% respectively, indicating that this book is suitable for use in terms of both content and design. Implementation was carried out through small and large-scale trials, with an average practicality score of 89.25%. Teachers who were the subjects of the study gave positive responses to this book, stating that the book helped them understand and implement P5 in project-based learning. Teachers also appreciated the relevance of this book to learning needs in the field.

The evaluation phase resulted in suggestions to improve the book in the next version, such as adding constraint management guidelines, time management strategies, resources, and more detailed assessment rubrics. Overall, this book has the potential to be an important reference source in supporting the implementation of the Independent Curriculum. This book not only helps teachers understand the concept of P5 but also provides practical guidance for integrating Pancasila values in project-based learning to develop students' character and skills according to the demands of the 21st century.

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