

Theory and Practice in Implementing the Project for Strengthening the Profile of Pancasila Students in Madrasas as a Learning Recovery Effort

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Abstract

This research is entitled Theory and Practice in Implementing the Project for Strengthening the Profile of Pancasila Students (P5) in Madrasas as a Learning Recovery Effort. This research aims to determine how implementing the Project for Strengthening the Profile of Pancasila Students relates to the learning recovery strategy and the supporting and inhibiting factors in implementing the project to strengthen the profile of Pancasila students regarding the learning recovery strategy. The theory used in this research is the theory put forward by George C. Edward III that four variables influence the successful implementation of a policy: 1. Communication; 2. Resources; 3. Disposition; and 4. Bureaucratic structure. With the case study method used, the results were obtained that: 1. Implementation of the Project for Strengthening the Pancasila Student Profile can be considered as a learning recovery effort.

Keywords: *project for strengthening, the profile of Pancasila students, Madrasas, learning recovery effort*

Introduction

There is one concern that looms over the development of education in Indonesia today. This form of unrest is the educational disruption caused by the Covid-19 pandemic since early 2020. This can be further divided into two major phenomena, namely: (1) simultaneous school closure and (2) every education actor being forced to carry out distance learning through virtual spaces with very short adaptation times (Harahap et al., 2022; Susanti et al., 2022). The impact of the COVID-19 phenomenon is very large on learning patterns, where students' learning ability decreases when receiving material (Haug et al., 2020).

The project for strengthening the profile of Pancasila students in madrasas is an effort to recover learning loss during the COVID-19 pandemic. It aims to cultivate character and instill abilities in students through school culture, intracurricular and extracurricular learning, and projects aligned with the Pancasila student profile (Widarini & Suterji, 2023). Implementation of The Profile Strengthening of Pancasila Student Profile (P5) in Building Student Character in First Middle School. The implementation of this project in madrasas involves several key steps 1) Identifying the readiness of the educational institution to carry out the project (Mustafiyanti et al., 2023); 2) Selecting the project theme and dimensions of the Pancasila student profile to focus on (Wini Widarini & Suterji, 2023); 3) Forming a team of project facilitators (Puspitasari et al., 2023); 4) Designing the time allocation and developing the project module (Mustafiyanti et al., 2023); 5) Determining learning objectives, topics, activity flow, and assessments for the project (Puspitasari et al., 2023). The project aims to provide informal learning experiences to students through a flexible structure, interactive learning, and direct involvement with their surroundings to enhance the competencies outlined in the Pancasila student profile

(Sulistiyarningsih & Sujarwo, 2023). Project-based learning (PjBL) is a recommended approach, as it requires students to think critically and take active action (Prawati & Ramadan, 2023).

The phenomenon of learning loss among students is very bad news because it only adds to the red report card of education in Indonesia. Before the disruption in educational activities in the pandemic era, the quality of Indonesian education was already at an alarming level. One of the indicators can be seen by looking at the score of the Programme for International Student Assessment (Program Assessment International Student or PISA) in 2018, where Indonesia is ranked bottom with a very low score when compared to other countries. PISA itself measures the quality of students in Indonesia through their literacy skills which include reading, numerical, and science literacy (Hewi & Shaleh, 2020).

Thus, it can be concluded that the level of literacy that should be the basis of educational success indicators is still very low in Indonesia. In addition, Indonesia's ranking in PISA from year to year also did not provide significant improvements. This can lead to another conclusion that the problem of education in Indonesia has become something systemic (Pratiwi, 2019).

In the Indonesia program, the government has high aspirations to create good human resources as a foundation for Indonesia to become a developed country (Mariyani & Alfansyur, 2021). This statement is also supported by many scientific findings that emphasize the essence of education and the urgency to create a good education ecosystem in a country, one of which is the research conducted (Hang, 2021).

It should be understood that research on policy formulation and strategies in *learning recovery* is still very little, but some researchers have found a large framework. The framework is divided into two scales: macro and micro. On a macro scale, *learning recovery* can be realized by government policies to dare to reform the education order in a country, one of which is through curriculum renewal. The micro-scale, related to relevant programs to be carried out by educators is mainly associated with pedagogic structures (Evans & Popova, 2016).

One of the programs the government is pursuing to improve Indonesian education and all its problems is curriculum change. So, if the government as the party holding the authority, has felt that curriculum changes are needed, then the issues in the Indonesian education system are certainly not something that can be underestimated (Suryaman, 2020).

Learning loss in Indonesia is Madrasah Tsanawiyah. At least two major arguments support the statement. First, previous studies have found that high school students, generally in pre-adolescence (11–14 years), are more likely to experience many social problems that decrease academic potential. This cannot be separated from the proposition that students tend to put much psychological and social pressure on themselves in pre-adolescence. Second, previous studies have also found that learning loss will be more visible in the madrasah education system because the learning material is relatively heavier. Currently, madrasah is an educational system that simultaneously develops general academic materials with religious materials. Thus, students at the madrasah level must learn more with more learning hours (Riandi, 2022).

Madrasah plays a strategic role in responding to the impact of globalization, creating students with character who can have a strategic role in making social changes that positively impact society. Madrasah, as an educational institution, has a function to carry out social change:(1) develop a cultural analysis of traditional institutions,(2) make changes or modifications in conventional education,(3) make more fundamental changes to traditional institutions that are no longer by the times. Madrasah serves as a place for the process of social change to change, whose progress is forward as a centre for shaping and developing students' progress (Maryati et al., 2023).

Based on the explanation from the previous paragraphs, it can be seen that learning loss is a phenomenon that is happening in the Indonesian education system today. The government

developed an Independent Curriculum system for various Indonesian educational institutions, including madrasahs, to respond to this phenomenon. Thus, researchers are interested in conducting research entitled Theory and Practice of the Pancasila Student Profile Strengthening Project (P5) in Madrasah.

Method

This research was carried out using a qualitative case study method. Case studies are research methods where researchers study a program, event, phenomenon, or activity in detail on one or more people (Sugiyono, 2016). Therefore, in this study, researchers will analyze how the Theory and Practice of the Strengthening the Profile of Pancasila Students (P5) Project in Madrasah.

Results

In line with Sukoco's opinion, curriculum reform encourages teachers to adopt a more student-centred learning approach, thus enabling students to recover effectively from the impact of school closures. Not only teachers but also students are forced to adjust to circumstances. Researchers conclude that integrating technology is also done by habituating students, and teachers provide various online and offline learning resources involving technology.

Goerge C. Edward III once identified a model of implementation with a top-down perspective. Edward III named his public policy implementation model Direct and Indirect Impact on Implementation. In this theoretical approach, four variables affect the success of implementing a policy: 1. Communication; 2. Resources; 3. Disposition; and 4. Bureaucratic structure (Edward III, 1984). In the communication element, the implementation of P5, as a *learning recovery effort*, must be planned and run according to plan and rules. Before implementing P5, a coordination meeting must be held first, and perceptions must be equalized so that teachers are not confused about implementing P5.

The second variable that affects the successful implementation of a policy is resources. In this second variable, the resources available at the institution must be able to support learning recovery efforts. There are no more qualified teachers below Bachelor (S-1), and the madrasah is committed to improving the quality of teachers' understanding of P5 implementation by implementing technical guidance.

Therefore, educators play an important role in the existing learning recovery system because of the importance of the role or involvement of teachers in the educational process, as well as the need for them to be good examples (*Uswatun Hashanah*) for students. It emphasizes that the teacher or tutor is a key element in education. They are not only conveyors of knowledge but also act as leaders and facilitators in character-building and student learning. Their involvement covers various aspects, such as designing curriculum, delivering lessons, managing classes, providing guidance, and assessing student progress.

Then the third variable that affects the success of policy implementation is disposition. The appointment of bureaucrats, dispositions or attitudes of executives will create real obstacles to policy implementation if existing personnel do not implement the policy desired by high-ranking officials. Therefore, the selection and appointment of policy-implementing personnel must be people who are dedicated to the established policy. At this disposition stage, it must also determine the committee implementing P5 at the institution. As long as the implementation of P5 has been carried out, there are no significant obstacles, even according to the results of observations and documentation, and activities are running according to plan and on time.

However, the fourth variable of successful policy implementation is bureaucratic structure. Even if resources to implement a policy are available, or policy implementers know what should be done and desire to implement a policy, likely, the policy cannot be implemented or realized because of weaknesses in the bureaucratic structure. Such a complex policy requires the cooperation of many people. When the bureaucratic structure is not conducive to available policies, this will cause resources to be ineffective and hinder the course of policy. Bureaucracy, as the implementer of a policy, must be able to support policies that have been decided politically by coordinating well.

Discussion

This article presents a relevant discussion of the successful implementation of the P5 Policy in the learning recovery process, considering the various factors that influence this success, as described by George C. Edward III (1984) and the thoughts of Sukoco et al.

Student-Centered Learning Approach and Use of Technology

A student-centred learning approach is a key focus in post-school closure learning recovery (Tang, 2023). As Sukoco et al. points out, this approach allows students to recover effectively from the impact of school closures. Teachers, as well as learners, are forced to adjust to these new circumstances. Research shows that integrating technology is an important aspect of facilitating online and offline learning, thus providing various learning resources that utilize technology.

Public Policy Implementation Model

George C. Edward III introduced a model of public policy implementation that considers the direct and indirect impacts on policy implementation. The model highlights four key variables: communication, resources, disposition, and bureaucratic structure.

1. Communication: The importance of effective communication in planning and implementing the P5 Policy (Ahdiyana & Sukmawati, 2022; Famelis et al., 2023). Coordination and equalization of perceptions must be done before implementing the policy to avoid teacher confusion.
2. Resources: The availability of resources is a determining factor in the success of policy implementation (Pan & Zhang, 2022). Improving teacher qualifications and institutional commitment to supporting learning recovery are essential in this context. Efforts such as technical training support improving the quality of teachers' understanding of implementing the P5 Policy.
3. Disposition: The attitude and dedication of policy implementers are key in overcoming obstacles that may arise (Perkins, 2010). It is important to select and appoint personnel committed to the established policy.
4. Bureaucratic Structure: A conducive structure is needed to support policy implementation (Ramadan et al., 2023). Complex policies require cooperation from various parties, and if the bureaucratic structure is not supportive, it can hinder the course of policy.

The Role of Educators in Learning Recovery Systems

The role of educators in the learning recovery system is very important (Khan et al., 2022). They are not only conveyors of knowledge but also as leaders and facilitators in forming student character. Their involvement covers various aspects, from curriculum design to student progress assessment. In the context of P5 policies, educators play an important role in bridging the policy implementation process with successful learning recovery. By considering the factors that influence policy implementation, as presented in this discussion, learning recovery efforts can be expected to run more effectively and sustainably.

Conclusion

Based on the results above, the implementation of the Pancasila Student Profile Strengthening Project is considered so that it can be said to be a learning recovery effort based on Edward III's theory that the variables that affect the success of implementing a policy, namely: 1. Communication; 2. Resources; 3. Disposition; and 4. Bureaucratic structure. Communication built between sectors from top to bottom found no debate/rejection; existing resources from teachers, staff and infrastructure facilities have supported activities; good disposition because there is a common commitment to learning new things together; A clear organizational structure with established coordinators. There is an inhibiting factor in implementing the Pancasila Student Profile Strengthening Project as a learning recovery effort, which is that there is still an old mindset that assumes that the new curriculum does not bring change. However, to overcome that, it must be committed to providing training and guidance to teachers in implementing the Pancasila student profile strengthening project, which shows a supporting factor, namely the willingness to progress.

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