THE INFLUENCE OF THE PROJECT ACTIVITIES OF STRENGTHENING THE PANCASILA STUDENT PROFILE (P5) ON THE DEVELOPMENT OF ARTISTIC AND CULTURAL TALENTS AT GMIT KUANINO 2 ELEMENTARY SCHOOL

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ABSTRACT

The Pancasila Student Profile Strengthening Project (P5) aims to build students' character in accordance with Pancasila values. This study investigates the effect of P5 activities on the development of artistic and cultural talents of grade III students at SD GMIT Kuanino 2, Kupang. The study addresses the lack of student participation in arts due to suboptimal P5 implementation. Using a quantitative approach with a pre-experimental design, this study employs observation sheets, paired t-tests, N-Gain analysis, and Wilcoxon tests. Results show a significant positive effect of P5 on students' abilities in traditional music and visual arts, and contributes to character development.

Keywords: P5, Art Talent, Culture, Pancasila, Student Development

ABSTRAK

Projek Penguatan Profil Pelajar Pancasila (P5) bertujuan membentuk karakter siswa sesuai nilai-nilai Pancasila. Penelitian ini bertujuan menganalisis pengaruh kegiatan P5 terhadap pengembangan bakat seni dan budaya siswa kelas III di SD GMIT Kuanino 2 Kota Kupang. Permasalahan berangkat dari rendahnya keterlibatan siswa dalam kegiatan seni akibat kurang optimalnya implementasi P5. Dengan pendekatan kuantitatif dan desain pre-eksperimen, digunakan lembar observasi, uji t berpasangan, analisis N-Gain, dan uji Wilcoxon. Hasil menunjukkan P5 berpengaruh signifikan terhadap peningkatan kemampuan seni musik tradisional dan seni visual, sekaligus memperkuat karakter siswa.

Kata Kunci: P5, Bakat Seni, Budaya, Pancasila, Pengembangan Siswa

A. Introduction

Merdeka Curriculum comes as an educational innovation that focuses on developing student character in line with the values of Pancasila. One of the concrete manifestations of this curriculum is the implementation of the Pancasila Student Profile Strengthening Project (P5), which integrates aspects of art and culture as a medium for building character and love for local identity (Saputra et al., 2023).

However, the reality in the field shows that the implementation of P5 has not been evenly distributed. SD GMIT Kuanino 2 Kota Kupang, as one of the primary schools in the region, faces limitations in implementing P5 due to low teacher understanding and the absence of thematic modules. This has an impact on the lack of structured and integrated arts and cultural activities in learning (Aditya 2023).

Through P5 activities that raise the theme of traditional music and drawing musical instruments, students are expected to develop creativity, art skills, and strengthen the character of nationalism. The implementation of arts-based P5 is considered to facilitate learning that is fun, collaborative, and based on local wisdom (Rizal & Nur, 2024).

B. Research Methods

This type of research is quantitative pre-experimental with a one-group pretest-posttest design. The research subjects were third grade students of SD GMIT Kuanino 2 as many as 25 students. The instruments used include observation sheets of drawing skills and traditional music (Gong Timor), which have been validated by experts and tested for reliability.

Data were collected before and after the implementation of P5 activities for 4 weeks. Data analysis included: Descriptive statistics, Normality test (Shapiro-Wilk), Paired t-test, N-Gain calculation.

C.Research results

This section presents the results of data analysis obtained from the implementation of the Pancasila Student Profile Strengthening Project (P5) activities at SD GMIT Kuanino 2 Kupang City. Data were collected through direct observation of students' skills in two art areas, namely drawing and traditional music (Gong Timor),

before and after participating in P5 activities.

Analyses were conducted quantitatively through descriptive statistical tests to see an overview of students' skill development, followed by a normality test to determine the feasibility of parametric tests. Furthermore, paired sample t-test was used to determine the significance of the difference between pretest and posttest results. To measure the effectiveness of proportional skill improvement, an N-Gain calculation was conducted. As an additional form of testing for the validity of the results.

Based on the results of descriptive statistics on the aspects of drawing and music (Gong Timor), there was a significant increase in scores after the implementation of the Pancasila Student Profile Strengthening Project (P5).

In picture art, the average score of students' pretest was 23.57 and increased to 48.64 in the posttest. The minimum score rose from 15 to 36, while the maximum score from 33 to 54. The overall total score increased from 330 to 681. This reflects the improvement in students' ability to draw weaving motifs and other visual expressions.

For music (Gong Timor), the average pretest score of 34.00 increased to 66.33 in the posttest. The minimum and maximum scores also increased, from 29 to 60 and from 39 to 70 respectively. In addition to the average increase, the standard deviation and variance decreased, indicating that students' learning outcomes became more evenly distributed.

The pretest, observation, and posttest showed that the project-based approach in P5 activities was effective in exploring students' artistic and cultural potential. This activity encourages students to be more creative, expressive, and love local culture.

Then a normality test was conducted to determine whether the pretest and posttest data on the art aspects of drawing and Gong Timor were normally distributed. This test uses the Shapiro-Wilk test. As a result, the art drawing data has a significance value of 0.693 (pretest) and 0.279 (posttest), while the Gong Timor data is 1.000 (pretest) and 0.174 (posttest). All values are greater than 0.05, so the data is declared normally distributed. Thus, the data fulfils the assumption of

normality and can be used in parametric statistical analysis.

A paired sample t-test was then conducted to determine the effect of the Pancasila Student Profile Strengthening Project (P5) on students' understanding in music and drawing. The significance criteria was determined based on the p-value <0.05.

The analysis results showed that in music, the average score difference between pretest and posttest was -32.429 with a p-value of 0.000, indicating a very significant increase. Similarly, in drawing, the average score difference was -25.071 with a p-value of 0.000, which also showed a significant difference.

Thus, it can be concluded that P5 activities had a significant effect on improving students' understanding in both art areas. The high t-value and very low p-value confirm the effectiveness of the programme in improving student engagement and learning outcomes.

Finally, the N-Gain test was conducted to measure the effectiveness of P5 activities on improving students' understanding in music and drawing. The average N-Gain value obtained was 0.57, with a minimum value of 0.44 and a maximum of 0.74. Based on the criteria used, this value is classified as a moderate improvement category, which means that P5 activities are quite effective but not yet optimal.

The standard deviation of 7.31 shows the variation between students, where some experienced higher improvement than others. This suggests the need for further evaluation of learning strategies and individual and environmental factors that influence P5 outcomes.

From these results, the researcher concludes that P5 activities have had a significant impact on improving students' understanding, but it is still at a moderate stage. Therefore, there is a need for further strengthening, both in terms of planning, implementation and evaluation of P5 activities in order to increase their effectiveness and encourage the achievement of student learning outcomes to the high improvement category.

D.Discussion

The Pancasila Student Profile Strengthening Project (P5) is a form of co-curricular learning that aims to instil the noble values of Pancasila through

a contextual and project-based approach. This activity focuses on strengthening students' character and cultural identity through exploration of their potential and the surrounding environment (Christiananda et al., 2023). In the context of this research, P5 activities are directed at developing the talents of drawing and traditional music of Gong Timor in class III of SD GMIT Kuanino 2.

The implementation of the activities was divided into three stages, namely pretest, treatment, and posttest. In the pretest stage, an initial observation of students' skills was carried out using an observation sheet which included indicators of ability to draw weaving motifs, skill in playing Gong Timor, and appreciative attitude towards local culture. The treatment stage was the implementation of P5 activities with a project-based learning approach that allowed students to be directly involved in the practice of drawing local motifs and playing traditional musical instruments, with the teacher as a facilitator. The posttest stage was conducted to assess students' development after participating in the activity.

The results of data analysis showed that P5 activities had a positive effect on improving students' art and cultural skills. The average pretest score in the drawing aspect increased from 23.57 to 48.64 in the posttest, while in the Gong Timor music aspect it increased from 34.00 to 66.33. The Shapiro-Wilk normality test shows that the data is normally distributed (significance value > 0.05), so parametric analysis can be done. The paired sample t-test resulted in a p-value <0.05, indicating that the difference between the scores before and after treatment was significant.

Furthermore, the results of the N-Gain analysis showed a moderate increase in both aspects, namely 0.3264 for drawing art and 0.4917 for Gong Timor. This means that P5 activities were able to improve students' abilities meaningfully, even though they were still at a moderate level of improvement.

This research also examines the dimensions of student character built through P5 activities. The results of reflection on the six dimensions of the Pancasila Student Profile show that arts and cultural activities succeed in shaping student character holistically. The dimension of Belief and Fear of God and Noble Character is reflected in the attitude of honesty, gratitude,

and ethics when working. Global Diversity is reflected in pride in Timorese culture and an inclusive attitude. Gotong Royong and Mandiri are seen in students' cooperation, responsibility, and independence when working on projects. Critical Reasoning appears in the ability to analyse patterns and devise strategies for drawing or playing music, while Creative is reflected in the courage to explore colours, shapes and innovations in artworks. (Fitroh et al., 2023).

The observation of students' skills in playing Gong Timor showed that most students improved in the aspects of rhythm, tempo, pressure, and confidence when performing. A total of 100% of students were able to maintain a stable tempo, did not make major mistakes when playing, and showed high enthusiasm. However, 28% of students were still lacking in discipline and focus during practice, indicating the need for a more personalised approach to support their perseverance and consistency

In the activity of drawing Timorese weaving motifs, the majority of students showed the ability to imitate patterns well, the accuracy of drawing techniques, and the courage to explore colours and shapes. As many as 71% of students followed the pattern precisely, 92% were able to correct mistakes after being given an example, and 85% were able to provide design reasons. However, there were still some students who showed a score of 2 (below average) in the aspects of drawing techniques, colouring, motif details, and creativity exploration. As many as 14-21% of students have not been able to colour evenly, have not dared to add personal elements, or have not been able to explore ideas to the fullest.

Overall, the findings show that P5 activities are effective in improving technical skills and shaping student character through a project-based art approach. This is in line with the opinion of Fitroh et al., (2023) who stated that project-based learning is able to increase students' active participation and creativity, especially in strengthening local culture. This kind of learning not only touches on cognitive aspects, but also affective and psychomotor, providing meaningful learning experiences for students.

Although some students still show sub-optimal achievements, P5 activities provide positive signals for

further development. Efforts to improve the quality of implementation, such as intensive mentoring, more varied learning strategies, and wider exploration space, need to be pursued. Teachers are also advised to provide reflection sessions or group discussions so that students are accustomed to expressing the meaning of their work, thus supporting the formation of critical reasoning and appreciation for cultural arts.

Thus, it can be concluded that the activities of the Pancasila Student Profile Strengthening Project contribute significantly to the development of artistic and cultural talents and character of elementary school students. This programme deserves to be implemented as an integral part of the learning process.

E. Conclusion

Based on the results of the study, the Pancasila Student Profile Strengthening Project (P5) activities at GMIT Kuanino 2 Elementary School proved to have a positive and significant impact on improving students' traditional drawing and music skills. The paired sample t-test showed significant differences between pretest and posttest scores, supported by N-Gain analysis which showed moderate to high improvement. During the activities, students were actively involved, enthusiastic, and expressed creativity that reflected the values of Pancasila. The project-based approach that integrates local arts and culture provides meaningful learning experiences and builds self-confidence, collaboration and cultural pride. Thus, P5 is effective in developing students' artistic potential and character in primary schools.

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