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THE P5 AND PPRA MODEL IN INCLUSIVE SCHOOLS

MODEL P5 DAN PPRA DI SEKOLAH INKLUSI

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Abstract

This study aims to determine the P5 and PPRA models (Projek Penguatan Profil Pelajar Pancasila and Profil Pelajar Rahmatan Lil 'Alamin) as a Project of Strengthening Pancasila Student Profiles and Student Profile of Rahmatan Lil' Alamin in inclusive schools and their supporting and inhibiting factors. The subjects in this study were inclusive elementary schools in Kebumen, namely SD Negeri 2 Pejagoan and MI Maarif Sidomulyo. This study used a qualitative approach with a type of phenomenology. Data collection was through observation, interviews, and documentation. Analysis techniques used were the Miles and Huberman model, namely condensation, display, and conclusion/verification data. The results of the analysis indicated that the P5 and PPRA model in inclusive schools had been outlined in the annual program and school semester program, which were then developed in the flow of learning objectives and teaching modules, making them flexible according to the characteristics of students with special needs. The existence of good partnerships between schools, families, and the community was the dominant factor supporting P5 and PPRA, and the lack of learning facilities and media was an inhibiting factor in strengthening P5 and PPRA.

Keywords: *Pancasila Student Profile, Student Profile of Rahmatan Lil Alamin, Merdeka Curriculum, Inclusive Schools*

Abstrak

Penelitian ini bertujuan untuk mengetahui model P5 dan PPRA (Projek Penguatan Profil Pelajar Pancasila & Profil Pelajar Rahmatan Lil 'Alamin) sebagai Proyek Penguatan Profil Pelajar Pancasila dan Profil Pancasila Rahmatan Lil' Alamin di sekolah inklusif dan faktor pendukung serta penghambatnya. Subjek dalam penelitian ini adalah sekolah dasar inklusif di Kebumen yaitu SD Negeri 2 Pejagoan dan MI Maarif Sidomulyo. Penelitian ini menggunakan pendekatan kualitatif dengan jenis fenomenologi. Pengumpulan data melalui observasi, wawancara, dan dokumentasi. Teknik analisis yang digunakan adalah model Miles dan Huberman yaitu kondensasi data, penyajian data, dan kesimpulan/verifikasi data. Hasil analisis menunjukkan bahwa model P5 dan PPRA di sekolah inklusi telah dijabarkan dalam program tahunan dan program semester sekolah, yang kemudian dikembangkan dalam alur tujuan pembelajaran dan modul pengajaran, sehingga fleksibel sesuai dengan karakteristik siswa dengan kebutuhan khusus. Adanya kerjasama yang baik antara sekolah, keluarga, dan masyarakat menjadi faktor dominan yang mendukung P5 dan PPRA, dan kurangnya fasilitas dan media pembelajaran menjadi faktor penghambat penguatan P5 dan PPRA.

Kata Kunci: *Profil Pelajar Pancasila, Profil Rahmatan Lil Alamin, Kurikulum Merdeka, Sekolah Inklusif*

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1. Introduction

Merdeka curriculum is a new curriculum implemented in Indonesian schools. It emphasizes independent learning and aims to strengthen students' character education, including the pancasila values. P5 and PPRA are two programs that are part of the implementation of merdeka curriculum (Lisan, Sutiyono, Mustaghfirah, & Mutia, 2023; Pratiwi, Asmarani, Sundana, Rochmania, Susilo, & Dwinata, 2023). P5 stands for *Projek Penguatan Profil Pelajar Pancasila*, which is a project to strengthen students' pancasila values. PPRA stands for *Profil Pelajar Rahmatan Lil Alamin*, which is a program for student profiles to prevent radicalism and terrorism.

The profile of pancasila students is formulated from the goals of the national education system, which have been studied in various studies. Pancasila student profile is a competent student who has character and behaves according to pancasila values. Pancasila students have characteristics, namely: 1) faith, fear of almighty god, and noble character, 2) global diversity, 3) working together, 4) independent, 5) critical reasoning, and 6) creative (Kemdikbudristek, 2022). Meanwhile, the ministry of religion added 10 aspects to strengthening the pancasila student profile called the student profile of *rahmatan lil alamin*. The ten aspects are *ta'addub, qudwah, muwatanah, tawassut, tawazun, I'tidal, musawah, syura, tasamuh, dan tathawwur wa ibtikar.*

The pancasila student profile is one of the contents of character formation that must be instilled in current learning, especially for schools that apply the merdeka curriculum (Khusni, Munadi, & Matin, 2022; Kurniawati, Setyorini, Ahdaniyah, Buton, & Yunitasari, 2023; Rahmadayanti & Hartoyo, 2022). Strengthening the pancasila student profile focuses on cultivating character as well as abilities in daily life instilled in individual students through school culture, intra-curricular and extracurricular learning, projects to strengthen pancasila student profiles as well as work culture (Rahayuningsih, 2022).

Student profiles have an impact on the formation of student resilience. The profile of pancasila students aims to prepare a generation that has noble values and national morals and develops 21st-century competencies. Pancasila values are only to be understood but also need to be practiced in everyday life so that they will form an inherent character (Rusnaini, Raharjo, Suryaningsih, & Noventari, 2021). Character development and character education are a must because education does not only make students smart and intelligent, but they also have manners so that their existence as members of society becomes meaningful both for themselves and for others. The creation of a strong national character is the basic capital in building a high-level civilization based on pancasila (Aningsih, Zulela, Neolaka, Iasha, & Setiawan, 2022; Rachmadtullah, Yustitia, Setiawan, Fanny, Pramulia, Susiloningsih, Rosidah, Prastyo, & Ardhian, 2022; Suherman, Supriyadi, & Cukarso, 2019). The existence of a project to strengthen the pancasila profile and the student profile of *rahmatan lil alamin* (P5 and PPRA) will provide great benefits for both madrasahs, teachers, and students. In addition, through P5 and PPRA, it will form a new culture in the system of education that is open-minded, happy to learn new things, collaborative, and *rahmatan lil alamin* (Kemenag, 2022).

Merdeka curriculum is also implemented in inclusive schools in Kebumen. This policy is evidence of the government's commitment to equalizing education for citizens. The existence of a policy that is friendly to children with disabilities will reduce the number of children with disabilities who do not attend school. This is a solution to existing problems, namely, BPS states that there are 30.7% of persons with disabilities

do not graduate from school to secondary education. Meanwhile, only 17.6% of the total number of persons with disabilities have successfully graduated from tertiary institutions. BPS also states that employment opportunities for persons with disabilities in the 2016-2019 period have never grown by more than 49%. More detailed data can be obtained from the 2018 national economic survey. The survey shows that only 56% of children with disabilities have finished elementary school, and almost 3 out of 10 children with disabilities have never received an education. Based on the 2018 education statistics, the percentage of the population aged 5 years and over with disabilities who are still in school is only 5.48%. Persons with disabilities who did not or had never attended school reached 23.91%. Meanwhile, 70.62% of persons with disabilities no longer attend school.

In the context of inclusive schools, implementing the P5 model needs pedagogical, psychological, participatory, empowerment, and inclusive environment creation approaches, and PPRA is crucial for ensuring access, participation, and optimal development of students with diverse needs. Kurniawati, Setyorini, Ahdaniyah, Buton, & Yunitasari (2023) found that the modified merdeka curriculum is effective in inclusive schools. The merdeka curriculum provides learning that is appropriate for the developmental characteristics of learners, especially for children with special needs. Furthermore, Pratiwi, Asmarani, Sundana, Rochmania, Susilo, & Dwinata (2023) found a positive impact of implementing the merdeka curriculum on students' understanding of P5. However, there is limited research on the effectiveness of the P5 and PPRA model in schools, particularly for children with disabilities. This research aims to evaluate the implementation of the P5 and PPRA model in inclusive schools in Kebumen district as an effort to enhance the effectiveness of inclusive education for children with disabilities.

2. Research Method

This study used a qualitative approach with a type of phenomenology. The subjects in this study were students at the Kebumen inclusive school, namely grade IV students at SD Negeri 2 Pejagoan and MI Maarif Sidomulyo Kebumen. Data collection techniques used were observation, interviews, and documentation. Observation was conducted in the P5 activity, which was done through observation sheets. Interviews were conducted with teachers and grade IV, which was done through interview guidelines. The data analysis technique used the Miles and Huberman model. This study used the data analysis technique of the Miles, Huberman, and Saldana model, which consists of three stages, namely data condensation, data display, and conclusions.

Test the validity of the data in this study using triangulation. Technical triangulation was used in this research. Technical triangulation is the process of checking the validity of the data by comparing the results of observations, interviews, and documentation to see whether the findings are the same or not; if the conclusions from each technique are the same, then validity can be upheld.

3. Results and Discussion

This study analyzed the implementation of the P5 and PPRA model in inclusive schools, namely SD Negeri 02 Pejagoan and MI Maarif Sidomulyo Kebumen. The two schools are among the schools appointed by the education office to organize inclusive schools. This was stated in the decree of the head of the Kebumen district education

office number 421/832 concerning the appointment of schools to implement inclusive education in the Kebumen district. Based on the integrated social welfare data in Kebumen there are around 11,043 children with special needs. The data shows that Kebumen has many children with special needs who need to be given access rights, especially in the field of education. The following is a description of the number of students with disabilities in inclusive schools.

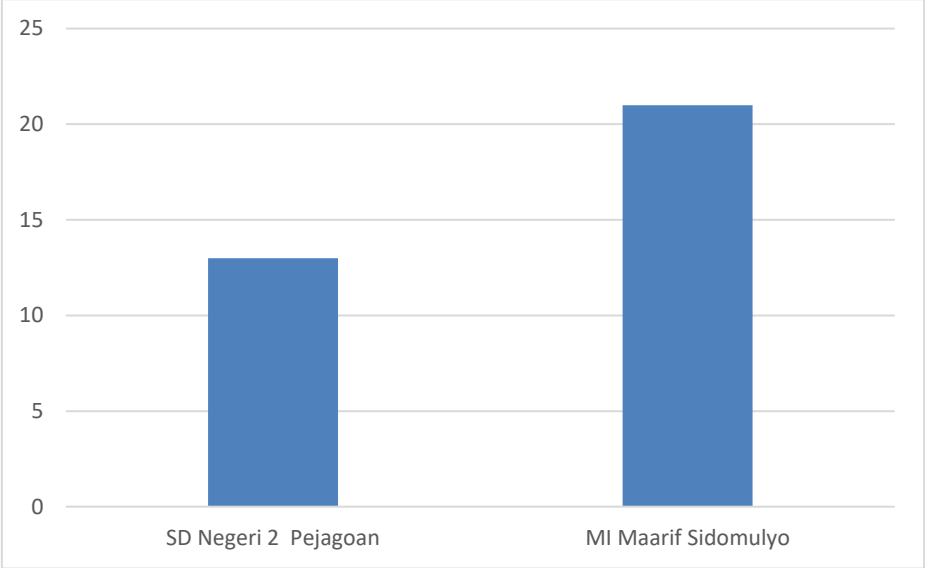


Figure 1. Number of Students with Disabilities

Figure 1 shows the number of students with disabilities in SD Negeri 2 Pejagoan, consisting of 13 children and 21 children in MI Maarif Sidomulyo. Students with disabilities have different characteristics. The following is a description of the types of disabilities of students with special needs in inclusive schools.

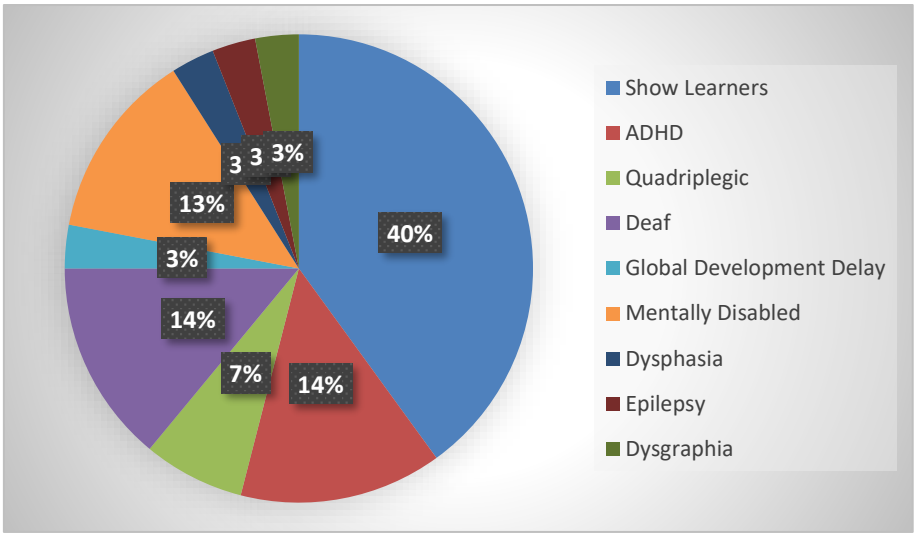


Figure 2. Types of Student Disabilities

Figure 2 shows that students with disabilities in inclusive schools are mostly slow learners (40%). At the same time, the students have ADHD (14%), quadriplegic

(7%), deaf (14%), global development delay (3%), mentally disabled (13%), dysphasia (3%), epilepsy (3%), and dysgraphia (3%). The various types of disabilities proved that children with disabilities have characteristics that can be used as a reference for teachers in developing their talents.

Based on the interview results, various efforts have been made by the inclusive school to implement the merdeka curriculum properly. Based on the results of the interviews, the school has carried out various types of training on the implementation of merdeka curriculum. Starting from the creation of an operational curriculum for the education unit/madrasah unit operational curriculum, making a flow of learning objectives, teaching modules, and evaluation tools, to how to design a project to strengthen the profile of pancasila students and the profile of pancasila students *rahmatan lil alamin*. In addition, teachers in inclusive schools also attend training on inclusive schools. The agenda that is routinely carried out is about how to socialize and develop the talents of students with special needs. In these activities, the teacher discussed more with experts to find out the development of the children with special needs being taught.

Based on the results of interviews with teachers in SD Negeri 1 Pejagoan and MI Maarif Sidomulyo, the implementation of the merdeka curriculum takes the theme of a sustainable lifestyle and entrepreneurship. Based on the guidebook for the implementation of the merdeka curriculum, at the elementary school level, it is mandatory to take at least 2 themes in one year as a project to strengthen the profile of pancasila students and the profile of pancasila students *rahmatan lil alamin*. The results of interviews, observations, and documentation show that the topics in the development of P5 and PPRA are waste management for the theme of sustainable lifestyles and utilization of used goods for the theme of entrepreneurship. The teacher chose the topic of waste management and utilization of used goods because it is easily accessible to students so that P5 and PPRA activities can be carried out effectively and efficiently.



Figure 3. Teaching Modules in Inclusive Schools

The P5 and PPRA teaching modules prepared by the teacher are developed based on the characteristics of the students and the school. That is, teachers develop more flexible teaching modules. Then, the teacher also does not insist that children with special needs must be able to have the same knowledge as children in general. Teachers have their criteria for measuring the understanding of students with special needs according to the guidelines provided by the education office. However, although flexible, the teaching modules prepared by the teacher have the scope of teaching modules like teaching modules in general, which consist of descriptions and objectives, project achievement targets, project flow, dimensions and elements, phase achievement targets, introduction stage, contextualization stage, action stage, follow-up stage, and assessment stage. Based on the results of the documentation, there are three P5 targets in each theme, namely on the entrepreneurial theme. The dimensions of the targeted pancasila student profile are independence, cooperation, and creativity.

Meanwhile, on the theme of a sustainable lifestyle, the target of P5 is faith, holiness to the almighty and noble god, and critical and creative thinking. In developing PPRA on the theme of entrepreneurship, *ta'addub* and *tathawwur wa ibtikar* can be developed. Meanwhile, on the theme of a sustainable lifestyle, PPRA *tasamuh, ta'adub,* and *tathawwur wa ibtikar* can be developed. The following are the results of the analysis of the P5 and PPRA model in inclusive schools.

Table 1. P5 and PPRA Model in Inclusive School

Theme and Topic	**Dimensions**	**Elements**	**Sub Elements**	***Rahmatan Lil Alamin* Value**	**Sub-Values**
Theme: Entrepreneurship Topic: Utilization of Used Goods	Independent	Self-understanding and the situation at hand	Recognize your qualities and interests as well as the challenges you face	*Qudwah*	Integrity
	Cooperation	Cooperation	Cooperation	*Tasamuh*	Respect diversity
	Creative	Produce original works and actions		*Tathawwur wa ibtikar*	Creative, independent, competitive spirit
Theme: Sustainable Lifestyle Topic: Waste Management	Faith and holiness to the Almighty and noble God	Morals to nature	Protect the natural environment	*Ta'adub dan tathawwur wa ibtikar*	Socially pious, cultured, and care for the environment
	Critical thinking	Reflect and evaluate students' thoughts	Reflect and evaluate students' thoughts	*Tathawwur wa ibtikar*	Open-minded, critical reasoning, competitive spirit
	Creative	Produce original works and actions		*Tathawwur wa ibtikar*	Creative, independent, competitive spirit

Table 1 describes the P5 and PPRA models on the theme of entrepreneurship and sustainable lifestyles in inclusive schools. The results of the model analysis show

that the existence of togetherness activities will build the value of respecting diversity and a sense of brotherhood (*ukhuwah Islamiyah, basyariah, wataniyah*). This aspect is very important to maintain brotherhood in the differences that exist. As in inclusive schools, there are students with disabilities who build communication with their peers so that tolerance *(tasamuh)* is formed between students. In addition, differences in belief (religion), race, culture, and customs will also build a *tasamuh* so that students will get used to communicating amid differences without causing division.

The existence of a project to strengthen the profile of pancasila students and the student profile of *rahmatan lil alamin* will shape students to have good religious moderation. Religious moderation is one of the programs from the ministry of religion that must be implemented in every institution, especially in education units, because schools/madrasas are very strategic places for character building. Religious moderation is the key to creating a tolerant life and creating peace in a multicultural Indonesian society (Apriani & Aryani, 2022). It is important to strengthen religious moderation in students because it makes a stronghold for the community in fighting radical religious issues. Education must formulate an educational concept that is moderate and acceptable to all groups. Education is not just a concept but must be applied to institutional arrangements through programs, approaches, or learning models used to save human nature. Educational institutions have a very important role in strengthening religious moderation; moreover, the teacher's role is key to understanding students' importance of respecting differences (Dudiyono, Wahyudi, & Mawardi, 2022). It is considering that the teacher is the one who has the closest access and most often interacts with students at school. It is through the P5 and PPRA programs that an attitude of religious moderation can grow and develop.



Figure 4. The Work of the Project to Strengthen Pancasila Student Profiles

Project activities to strengthen pancasila student profiles in schools are also carried out in collaboration with parents. Cooperation between schools and parents has a positive impact on students' development. Based on the results of interviews with teachers, the school formed a POMG (parent and teacher meeting) as a form of concern for the school and parents in helping the development of students at school. The existence of this POMG is very helpful for schools in monitoring students' development, and for parents, it is a form of attention to children while at school. This is relevant to some of the research that has been conducted, such as the results of Chasanah, Anwar, Achmad, Choeriah, Addini, Fatimah, & Chamidi (2023), they found out that POMG activities have many advantages, namely being able to improve good relations between parents and schools as a medium for outreach to school programs, and as a forum for discussion between parents and teachers, especially discussions about

student development. Other research also resulted in findings that parenting classes through POMG activities are important in schools to monitor education in the family environment (Suhartono, Fatimah, & Widyastuti, 2018). In the context of education, the role of the family can be carried out in various ways, including: 1) creating a fun learning environment at home and encouraging the development of students' creativity, 2) establishing warm, affectionate interaction and communication with students, 3) provide motivation and instil confidence in students to excel, 4) establishing active relationships and communication with schools to create a conducive learning culture environment, and 5) engage and actively participate in school activities (Kemdikbud, 2016).

The development of P5 and PPRA in schools is also carried out by the declaration of child-friendly schools, which is an additional agenda for implementing the merdeka curriculum. This declaration is a form of school commitment to carrying out programs from the government. Several programs that are expected to be implemented in the merdeka curriculum include 25 healthy lifestyles from the ministry of health, 11 anti-corruption values, anti-violence and child-friendliness, obedience to traffic rules, obedience to paying taxes, and so on. The inclusive school has declared itself a child-friendly school whose main goal is for school students to feel comfortable learning and have a commitment to preventing bullying practices.



Figure 5. Child-Friendly School Declaration

Figure 5 explains that the declaration of child-friendly schools is the choice of inclusive schools in implementing government programs. This declaration will strengthen schools in organizing inclusive schools, namely schools that are comfortable for anyone to study without exception. In addition, the existence of this declaration forms a joint commitment to preventing bullying practices. The anti-bullying program is one of the government programs that is expected to be implemented in schools/madrasas. Bullying is an attitude that must be eliminated in the world of education because many have proven that bullying will have an impact on the quality of education. Example, the existence of bullying will have an impact on increasing dropout rates. Anti-discrimination received by students makes a major contribution to reducing dropout rates. Discrimination will make students less confident and uncomfortable studying at school, which makes them less motivated to come to school. This is similar to a statement of Rokhmaniyah, Fatimah, Suryandari, & Mahmudah (2021) that bullying is one of the factors that influence the increase in dropouts at the basic education level. McWhirter, Garcia, & Bines (2018) state that the discriminatory attitude shown by teachers to children contributes to the large number of children

dropping out of school. Discrimination affects students' performance and learning and tends to make children drop out of school.

Likewise, the findings conducted by Assari & Caldwell (2018) that discriminatory attitudes carried out by teachers greatly impact student achievement. The findings of Jungup, Hsieh, & Thornberg (2020) also show that the existence of bullying activities at school causes children to tend to drop out of school. In addition, the findings from Bilige & Gan (2020) indicate that school and peer factors have a significant relationship in the number of dropout rates. The existence of an anti-bullying program helps children to be more comfortable studying at school and have good relationships with students. Bernardo, Tuero, Cervero, Dobarro, & Galve-González (2020) found that students who were victims of bullying were more likely to consider dropping out of school than students who were not victims of bullying. Students who are victims of bullying are those who are socially isolated at school. Therefore, support from classmates can reduce a student to drop out of school.

Based on the results of the interviews, it was found that the success of the P5 and PPRA activities in this inclusive school as a form of implementing the merdeka curriculum was due to the large amount of support from various parties. The support of education stakeholders is the main key to implementing the merdeka curriculum, especially in P5 and PPRA activities. Good partnerships with families, schools, and communities are the key to improving the quality of education (Chasanah, Anwar, Achmad, Choeriah, Addini, Fatimah, & Chamidi, 2023; Suhartono, Fatimah, & Widyastuti, 2018). In addition to support from various parties, supporting facilities and infrastructure play an important role in P5 and PPRA activities. Facilities and infrastructure that are safe and comfortable for students with disabilities are still an additional task for inclusive schools to make improvements. Thus, the presence of accompanying teachers in inclusive schools will greatly assist class teachers in developing the potential of children with special needs.

4. Conclusion

The results of the analysis show that the P5 and PPRA models in inclusive schools have been outlined in the annual program and school semester program, which are then developed in the flow of learning objectives and teaching modules. They are making the flow of learning objectives and teaching modules in inclusive schools flexible according to the characteristics of students with special needs, including the learning resources used in strengthening P5 and PPRA. The existence of good partnerships between schools, families, and the community is the dominant factor supporting P5 and PPRA, and the lack of learning facilities and media is an inhibiting factor in strengthening P5 and PPRA. The suggestion in this study is that there is a need for accompanying teachers in inclusive schools in an effort to develop the potential and interests of students, especially those with special needs. Safe facilities and infrastructure in inclusive schools need to be improved so that students with disabilities can study comfortably.

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