Analysis of Student Creativity Through Project Activities to Strengthen Pancasila Student Profiles Based on Banten Local Wisdom

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Abstract: In implementing the Independent Curriculum, students must carry out and create a project through the Strengthening the Profile of Pancasila Students (P5) Project. Students can improve their skills and abilities in various fields. This research aims to determine student creativity through the Strengthening Pancasila Student Profile (P5) Project activities. This research method is qualitative with a descriptive approach. The data collection technique was through observation of P5 activities in which the author was also directly involved in P5 activities. The P5 activities carried out for class VIII are adapted to the theme set by the Ministry of Education and Culture, namely the theme "Local Wisdom of Banten". Student creativity can be seen during the implementation of P5 activities, where students will be required to be creative in making *ketupat*, typical Banten foods, and *Pencak Silat*.

Keywords: Independent Curriculum, P5 Activities, Student Creativity, Banten Local Wisdom

INTRODUCTION

In essence, education is a learning process regarding skills, knowledge, and attitudes that will be passed on to future generations through training, provision of materials, and evaluation. Education is a reference for creating student character so that they can become an intelligent generation, have character, and have noble morals (Sulistyaningrum, 2023). Education is realized in the dimensions of psychological, sociological, social, and cultural values to survive as a crystallization of values (Mavela et al., 2023). Apart from that, education also has the aim of not only providing knowledge but also forming better character in individuals, forming ethics in everyone, and good manners, especially in behavior in everyday life. In this case, the role of students in building involvement in education is vital. Education is a trust handed over to every individual. In life, education plays a vital role in determining the life goals that everyone wants to achieve. Education can shape a person's character, such as self-confidence, a good personality, intelligence, and skills they have. Having adequate education will give every individual skill, manners, and a quality life.

Pancasila students are students who have the same characteristics as the norms

contained in the comprehensive Pancasila. There are 6 dimensions contained in P5, namely a) Faith, devotion to God Almighty and noble character, b) Global Diversity, c) Working together, d) Creativity, e) Independence, and Critical Reasoning (Kemendikbud, 2022). The implementation of the independent curriculum asks students to create and carry out work. Through these activities, students can improve their skills and abilities in various fields. The activities in the independent curriculum are P5. P5 can give students the freedom to study in formal conditions; schools can adjust the distribution of time so that the learning stages can be carried out effectively and actively because students contribute directly to P5 activities (Rachmawati & Marini, 2022).

The Pancasila Student Profile Strengthening Project, also known as P5, is an effort to create students who behave according to Pancasila values. P5 activities are the embodiment of different subject matter from the Implementation of Character Education (PPK) in the 2013 curriculum to build character related to learning. In its implementation, P5 activities emphasize project-based Pancasila values in indoor intracurricular programs (Fitriya & Latif, 2022). In its implementation, P5 activities are carried out flexibly, both in terms of implementation time and the content of the activities, which can be realized in extra-curricular or separate activities. For the content of the activities, P5 refers to the Pancasila Student Profile, whose stages are adjusted and not necessarily related to the achievement of certain subjects (Agustine et al., 2023). P5 is unique because its application is not combined with school subjects. However, there is a portion of each hour allocated to a subject that can increase students' ability to explore their competencies, skills, and knowledge. P5 is cross-disciplinary, which means to see and think about solving problems in the environment. P5 applies the PJBL learning approach (Project Learning), which is unusual in project-based learning, where PJBL in P5 is not focused on the existing syntax, namely only looking at the results of the product, but rather on the process of creating a product, the flow and process of students is an essential assessment in P5 activities (Ministry of Education and Culture, 2023). Carrying out P5 activities can strengthen students' courage and determination in working, increase their abilities, and identify interests and talents in certain fields. In the implementation process, teachers play an important role, especially as teachers or facilitators. P5 activities can be considered as an implementation of differentiated learning because in P5 activities students could hone their skills. In practice, P5 also makes students discuss more with friends about the work they will present. P5 activities were created to increase students' abilities in creating a product that suits the Pancasila student profile.

Character education aims to create individuals who have unique personalities, have good manners, and are humble, honest, intelligent, and responsible. Ferdiansyah (2022) also explained that the reference in character education is to create people who have attractive personalities, are polite, not arrogant, speak as they are, and are intelligent, caring, and demanding. According to Handoko & Sakti (2023), character education is education that has values, morals, and character. Character education is part of the educational stages and a system of character quality orientation for students, which includes aspects of knowledge, attitudes, and decision-making to realize these values. By having character, students can be motivated to commit to doing something well and responsibly.

Creative character is a thinking process that can create something new or an unusual alternative way and can express opinions that have added value, which will influence the results of thinking. If the new thing is different from what already exists, then it will be added value. The creative dimension in P5 activities is that students can create something original that has useful value and an impact. The main characteristics

of the creative dimension are creating original ideas and having the freedom to think to find solutions to a problem (Mavela, 2023). This creative dimension consists of several aspects, including creating original writing and actions. This aspect can allow them to explore and express opinions or the results of their thinking according to their interests and talents in the form of writing or action. Student creativity will develop along with the characteristics of this creative dimension found in students, namely having curiosity, having the courage to express their opinions, appreciating fantasy, being interested in new things, having self-confidence, daring to make decisions, being independent, and taking the initiative.

Local wisdom is a positive thing that exists in a society. It is believed that this positive thing can be a reference for behavior in society. In this way, local wisdom is an element that can determine the dignity and worth of humans in their community. In this way, it can be understood that local wisdom is intended so that people can know and love the natural, social, cultural, and spiritual environment in their area so that they can preserve and develop regional advantages that are useful for themselves and their environment (Siswanto, 2022).

In Banten Province, the creative economy policy targets are guided by Presidential Regulation Number 72 of 2015 relating to amendments to Presidential Regulation Number 6 of 2015 concerning Creative Economy Agencies, which consists of 16 sub-sectors, namely: (1) Architecture; (2) Interior design; (3) Visual communication design; (4) Product design; (5) Films, animations, and videos; (6) Photography; (7) Crafts; (8) Culinary; (9) Music; (10) Fashion; (11) Applications and game developer; (12) Publishing; (13) Advertising; (14) Television and radio; (15) Performing arts; and (16) Fine arts (Ridwan, 2021). Of the 16 sub-sectors, P5 activities will focus on performing arts activities, namely pencak silat and culinary arts, namely sticky rice *bintul*, *gegetas*, *awug-awug*, and making *ketupat* coconut leaves.

Pencak silat as an art has the meaning of pencak, which visualizes art in the form of pencak silat dance accompanied by music and traditional clothing. Pencak silat reminds the performers of the pencak silat dance about the meaning of a balanced and simple life. Pencak silat dance performers also must learn and memorize every movement of pencak silat because pencak silat functions as self-protection from bad possibilities (Sholihah, 2018). Culinary Sticky Rice Bintul is a typical Banten food made from sticky rice and sprinkled with sounding, which is a kind of grated coconut roasted with spices. Apart from that, it can be served with goat curry or meat stew. Bintul sticky rice can be found in traditional markets or cake shops. This food is often served as an iftar menu during Ramadan.

RESEARCH METHODS

The method determined in this research is a qualitative method with a descriptive approach. The sample for this research is class VIII students at SMPN 1 Ciruas. Qualitative research is a research method that aims to interpret events that occur in the environment. The data collection technique is by observing P5 activities as an implementation of the independent curriculum and participating in P5 activities. Data analysis is done through direct and field data collection. Data analysis in this research went through several stages, namely (1) data reduction, where the researcher shortened the data from observations and documentation to obtain primary data; (2) data presentation, namely correcting the data that has been obtained after the data has gone through the reduction process so that the researcher's data can be understood easily; (3) concluding, namely the researcher

can interpret the data that has been compiled to confirm or review the notes that have been collected.

This research aims to analyze student creativity in P5 activities at one of the junior high schools in the Serang district, Banten. Researchers collected data by going directly to the field and participating in the P5 activities. P5 activities begin with preparing activities, facilities, and infrastructure to support P5 activities, designing and managing activities, preparing teacher facilitators to guide students, reporting project results, making and processing assessments, evaluations, and follow-up for P5 activities. This research is closely related to curriculum implementation independence by the accompanying teacher for students carrying out P5 activities. Get to know student characteristics, analyze how students learn, and appropriate learning strategies. This P5 activity allows students to hone their skills to foster student interest in discussing projects with their friends that are by the Pancasila student profile (Saraswati, 2022).

FINDINGS AND DISCUSSION

Preparation of Project Activities for Strengthening Pancasila Student Profiles (P5)

Based on the results of observations made by researchers in this P5 activity, the preparation of the activity was well designed and directed, whereas, in this activity, there was a coordinator and a facilitator teacher who had been divided according to their respective duties. Schools that implement the curriculum independence are based on policy recommendations from the Banten provincial government. The Department of Education provides input for implementing the independent curriculum in schools because, in 2024, the independent curriculum must be implemented in all schools.

The P5 activity coordinator determines the theme for the P5 activity. In the Strengthening Pancasila Student Profile (P5) Project activities, schools that have an interest in P5 will determine themes based on seven themes. The theme in question is to determine what projects students will undertake later. This is strengthened based on research results from (Saraswati, 2022). In research conducted, it is also explained that in the preparation process, the P5 team will choose the character dimensions of the Pancasila student profile that they want to develop. The selection of character dimensions is based on seven P5 topics offered by the Ministry of Education and Culture and the Ministry of Science and Technology.

In the rules of the Merdeka Curriculum, there are 9 themes, namely: Local wisdom, Bhinneka Tunggal Ika, Sustainable Lifestyle, Entrepreneurship, building your Body and Soul, Voice of democracy, engineering, and technology to build the Republic of Indonesia. The theme for class VIII P5 activities is "Local Wisdom of Banten". Through the Strengthening Pancasila Profile Project (P5) activities, students are asked to research so that they can apply or construct their knowledge to create a work or product. In the Strengthening Pancasila Student Profile (P5) Project activities, there is a coordinator, namely a teacher or other team, who functions as a facilitator in project activities. It is hoped that the teacher or team concerned can help students in implementing the project

Implementation of Project Activities for Strengthening Pancasila Student Profiles (P5)

In implementing P5 activities, proper planning, technical and project design, and management are required. This, of course, cannot be separated from the system that supports the implementation of school-owned project-based learning for the implementation of an independent curriculum, where the system consists of a school

curriculum team, a project coordinator team, and a team of facilitators who synergize with each other to realize independent learning. The stages of implementing P5 activities start from a workshop, namely in the form of a meeting between the teacher council and the academic field, especially in the curriculum section, the P5 activity coordinator, and students who accompany the P5 activities. The meeting contained an introduction to P5 activities, project design, and technical implementation and assessment of P5 as well as the concept of P5 activities; apart from that, there was also the creation of teaching modules designed by teachers, which had been shared previously. The teaching modules that have been prepared refer to the examples provided by the ministry which have been provided on the independent teaching platform. Therefore, teachers are required to be able to keep up with developments in the times where everything is digital by utilizing the independent teaching platform.

Most of the updates have occurred across schools in IndonesiaupgradeThe. The learning system is an independent curriculum that is socialized evenly. One of the essential tools for achieving success in implementing learning in schools using the independent curriculum is teaching modules. Teaching modules are a new language for an RPP, but there are significant differences in the content of teaching modules and RPPs. Several schools have prepared the Educational Unit Operational Curriculum (KOSP) before the first lesson begins. The points that are prepared include learning objectives and Learning Objective Flow (ATP).

The development of teaching modules, which are the objectives of the learning and assessment guidelines, is to add learning tools that can guide teachers in carrying out learning in closed and open classes. In this case, the independent curriculum gives teachers the freedom to reproduce or add modules in two ways. Teachers can choose or modify teaching modules that have been prepared by the government and adapted to students' characters and arrange modules individually according to the material and students' abilities.

Currently, most educational units at all levels use the independent learning curriculum. One of the differences between the independent curriculum and the previous curriculum is in the creation of teaching modules, also known as RPP (Learning Implementation Plan). The point of view of the independent curriculum teaching module is that it contains the profile of Pancasila students and can be made according to the needs of students, teachers, and schools. Before teachers develop independent curriculum teaching modules, they need to pay attention to the criteria, namely essential, engaging, meaningful, challenging, relevant, contextual, and sustainable, according to the phase of student learning. After setting the criteria, teachers can create teaching modules according to the existing component format but can be conditioned according to the needs of students, teachers, and schools.

The stages of implementing P5 activities in schools are carried out with several activities carried out, including 3 dimensions of global diversity, critical and creative reasoning; each class taught is by its provisions, where 1 day with 2 activities, a total of 8 activities are carried out within 5 days, starting from 18 September to 22 September 2023. In activity 1, there is an orientation that provides material related to understanding and getting to know local wisdom in the Banten area via a link that the facilitator has sent to students via the WA group. In activity 2, students can watch 5 videos tailored to the name of their respective groups according to activity P5, which includes *keserangan*, during *ketupat*, during *ketupat*, *gegetas Gegetas* Banten, *awug-awug* and *Ketan* painful. In activity 3, students begin to plan preparations for tangible actions that have been determined, such as tools, materials needed, steps for making costs, costumes, and others.

In activity 4, students must present the results of their discussions regarding plans for preparation for real action. In Activity 5, students collect fees to carry out actual action activities according to their respective groups, where there are differences in groups that receive projects in the form of food, only making written procedures which are outlined via posters or Canva. In Activity 6, students examine the benefits of real action. In Activity 7, students carry out stabilization exercises, namely in the attack group. For those who get a project in the form of food, the group is only asked to make the food in the form of documentation, which is added to the video. Finally, in activity 8, students carry out real action in the form of (an assessment), which will be expressed in the form of photos, recordings, and videos to be displayed and exhibited the next day. The result is product documentation which is uploaded to the media in 2-dimensional and 3-dimensional form, which is also done for assessment when students carry out actual action processes.

Evaluation and Assessment of the Program for Strengthening the Profile of Pancasila Students Based on Local Wisdom

Evaluation is a process or action to obtain a value from an object or activity. Evaluation of student learning outcomes activities means a series of processes of activities assessing student learning outcomes in the form of assessment results in the form of activities in class, outside of class, or extracurricular activities. Assessment of learning outcomes is aimed at seeing how the benchmarks for students' learning achievements in terms of attitudes (affective), knowledge (cognitive), and skills (psychomotor) are by the objectives expected in the learning process (Pujawardani, 2023).

Evaluation is a process of acting to determine the value of the learning and learning process. In the P5 guidebook, it is explained that the evaluation is comprehensive and not half-hearted, so it is not only aimed at student development but also a process during teacher learning in preparing all skills activity processes in the form of projects. Hence, the readiness of the school itself involves all members of the school environment in educational units that have implemented the P5 program. (Pujawardani, 2023). Evaluating a student's learning towards P5 places more emphasis on the process rather than the results or products produced because the reference used as a benchmark in the evaluation is how the student grows and develops creativity, thinking power, and student collaboration in education. And educational units (Kholidah, 2023). In evaluation, activities are genuinely placed in a proper, strategic, and proper position in a series of learning processes. As essential and urgent as it is that evaluation must be carried out so that there is no process without the steps of an evaluation because the existence of an evaluation process can be used to make the best decision without overlapping; besides that, evaluation can also improve the quality of a teaching and learning process will be better in the future. (Kholidah, 2023).

Evaluation of a project is the process of reviewing each step of implementing P5. This is because the purpose of carrying out an evaluation is to provide value in an activity that has been carried out so that in the future, it can be followed up and handled further so that future activities are much better and more attractive in supporting student creativity (Yuliastuti, 2022). As for the urgency of evaluation as a measure of program success, what is intended in this P5 activity is to find out the extent to which a P5 program has been successfully implemented in schools. Universally, two types of evaluation explore a learning process: test-type evaluation and non-test-type evaluation. When using an evaluation test, teachers or facilitators should get used to not only using multiple-choice tests but also balancing them with descriptive tests or questions that

address students' real lives so that students can fulfill the aspects of this P5 assessment (Wila, 2023).

Project evaluation at state junior high schools in the Serang district was carried out using the reflection method through joint meetings and supervision from school supervisors. Evaluation activities carried out at school during P5 activities are in the form of analyzing obstacles or deficiencies in implementing P5 activities so that they can be resolved thoroughly. Evaluation in P5 activities means that we can identify a deficiency during the learning process, and then we can see a development in the student's ability to the extent to which he can understand and apply it; after that, we can find a solution that can improve P5 activities at the next stage. The following are the obstacles felt by the teacher support team or student facilitator team: first, because P5 is a project activity that is indeed the newest or is being implemented for the first time at school and has been explicitly programmed in the current independent curriculum. Second, the placement of the time allocation for implementing P5 is still less than ideal because there is an activity that conflicts with the schedule for implementing the Mid-Semester Assessment (PTS) at the school. Third, some students are not active because they do not fully understand project learning. Then, in this case, the school and the facilitator need to try their best to overcome a mistake or obstacle and shortcoming that has occurred, namely fellow facilitators need to discuss with other facilitators from outside the school to evaluate these shortcomings, apart from that, it is also necessary to take part in the various training provided by schools or other educational institutions regarding P5 activities because additional information is needed that supports the creativity of a P5 activity and also both facilitators and students can repeat material if there are students who still do not understand the learning process activities during P5 activities (Wila, 2023).

Assessment is a process of obtaining information related to learning achievement. Assessment is a structured process for collecting data related to student learning success, which can increase learning effectiveness. The assessment carried out in P5 activities at one of the junior high schools in Serang Banten district is that there are 3 dimensions, namely, there are dimensions of global diversity, critical reasoning, and creativity, but in this research, the analysis only focuses on the creative dimension, which is where the students are expected to achieve. Can explore and express their thoughts in the form of work; besides that, students can also evaluate actions and consider their impact on other people.

During P5 activities, students experienced several difficulties, including not understanding how to make traditional cakes and making the wrong ketupat, which was difficult, so they needed special assistance in class. Apart from that, there were also several ways that students did this, namely by chatting or discussing among their friends, then asking the facilitator or accompanying teacher, and accessing some information taken from the internet to understand it quickly. Apart from that, in pencak silat activities, not everyone can follow the movements according to the existing tempo and rhythm. Follow-up is continuity after the project is implemented (Wila, 2023).

Tabel 1. Student Creativity in P5 Activities

No	Class 8B			Class 8C		
	No	P1	P2	No	P1	P2
1.	AR	85	85	ANP	80	85
2.	APH	80	81	AFG	82	85
3.	BASIC	85	85	AP	65	70
4.	AVP	83	82	AS	95	97
5.	AAS	75	76	CBS	85	90
6.	AL	90	91	THAT	75	80
7.	BCS	78	85	CAH	79	80
8.	CDPS	75	76	CSA	82	85
9.	DAIS	87	86	AND	85	85
10.	DRJ	88	89	DAB	79	80
11.	AND	93	95	DAPD	80	85
12.	DAD	70	75	BUT	85	85
13.	FGS	85	81	GP	80	80
14.	BUT	85	84	GRP	80	80
15.	GP	75	76	GANRA	95	95
16.	HEMP	75	76	HJF	85	85
17.	IAS	88	89	IAK	85	85
18.	LY	89	89	KRJ	85	87
19.	MAR	75	78	K	85	85
20.	not	84	83	LRNS	82	85
21.	MRA	87	86	M	80	82
22.	MDF	84	87	MR	80	82
23.	Lazy	83	81	BUT	85	90
24.	MH	83	84	MFH	78	75
25.	MMF	80	83	MRA	80	78
26.	NKS	75	76	MRBA	68	65
27.	NO	87	88	NSA	80	82
28.	PMM	75	76	NBU	75	80
30.	RS	92	94	THAT	75	72
31.	RNH	87	88	EG	79	82
32.	RF	87	88	PO	79	82
33.	SSA	80	81	PMW	90	86
34.	LEGIT	80	81	RAP	88	85
35.	SMS	84	87	RDF	85	83
36.	SHR	90	91	RF	80	85
37.	SM	80	81	RHW	90	88
38.	TS	83	85	RAM	85	88
39.	TFSR	75	78	SL	89	85
40.	US	80	83	VAl	85	88

Information:
P1: students can explore and express their thoughts and/or feelings in the form of works and/or actions
P2: students can evaluate work and/or actions and consider the impact on other people.

Rating scale:
60 – 69: Starting to develop
70 – 79: Developing
80 – 89: Developing as expected
90 – 100: Very developed

As previously explained, there are 3 dimensions to the P5 assessment carried out, namely the dimensions of global diversity, critical reasoning, and creativity. However, in this research, the analysis only focuses on the creative dimension of the 8 P5 activities that students have carried out. The facilitators assess student creativity by the predetermined achievements in P1, which are achieved by students exploring and expressing their thoughts and feelings in the form of work. In P2, students can also evaluate words and actions and consider their impact on other people.

Urung ketupat is made from coconut leaf fiber, which is used in the young leaves, which are yellowish white and known as coconut leaves. The selected woven coconut leaves must be of good quality in terms of length and width, neither old nor young so that they become the skeleton of the *ketupat*. There are 2 main types of diamond brackets, namely, seven-cornered vessels (more common) and six-cornered parallelograms. By making *urung ketupat*, students can preserve a regional culture which can increase creativity and creativity, plus weaving *ketupat* requires high concentration and patience which will provide its own experience as provision of valuable knowledge and experience in the field of skills.

During the activity of making *urung ketupat*, students can channel their thoughts and expressions to make *urung ketupat*. This can be seen when students watch the video while demonstrating the stages in making during *ketupat*; apart from that, they also discuss with each other the steps in making *ketupat* and can Judging from the way and expressions of those who are starting to understand how it is made, and some do not yet understand.

Awug-awug cake is made from rice flour which has been mixed with water, salt, brown sugar, and grated coconut and then cooked using a steaming method. The tool used to steam the cake is a woven bamboo kitchen utensil called *aseupan* so that the cake is shaped like a cone. In general, this cake consists of two colors. The top part is usually red, yellow, green, or brown (brown sugar), while the bottom part is white. The goal of making awug *awug* is for students to preserve regional culture and increase students' creativity. This is because traditional snacks such as *awug awug* are very little known among children, so making *awug-awug* fosters a spirit of creativity and curiosity in students.

Gegetas is made from sticky rice flour mixed with coconut and other special spices. There are various forms of Gegetas cake, from small ones to many which are shaped like chips and almost like emping. This cake senses that it has a harder texture with a delicious, crunchy, and savory taste. This cake is often found because it is a typical Banten souvenir.

Ketan *bintul* is a typical Banten food made from sticky rice and sprinkled with *serundeng* in the form of grated coconut roasted with spices. Bintul sticky rice is served with goat curry or meat stew. Bintuk sticky rice is very easy to find in traditional markets or cake shops and is usually served as a fast-opening menu in the month of Ramadan, by cutting it into squares or forming it into rounds, topping it with serundeng, and wrapping it in banana leaves.

Making *gegetas, awug-awug*, and sticky rice *bintul* students can express their creative ideas and ideas, starting from the tools and materials needed, the steps that must be understood, as well as the final form of food made by the students. That way,

everything is expressed in the form of an interesting and creative video that will be shown during the work event. When the event took place, each group displayed a variety of results and each group had their own creativity and ideas, from cylindrical shapes to flower shapes each group made posters related to the benefits and introduction of food that the students had made using media. which have been provided as follows *Canva*, *Pics Art*, and so on.

In pencak silat activities, some students can already master every movement available, they can practice for the appropriate time with pencak silat moves, as well as adjusted costumes so that by the time the work is performed the students have mastered the pencak silat movements well. However, some students cannot follow the movements according to the tempo and rhythm.

CONCLUSION

Based on the objectives and results of the discussion above, P5 is the most effective solution for developing student competence and character. With P5, students can solve problems, collaborate, and hone students' creative potential. This creativity can foster students in a thinking process that can create something new, able to express several types of brilliant ideas, which will influence the results of that thinking if the new thing is different from the previous one so that it can become a valuable value and get plus value from this difference.

In this creative P5 activity, students are required to make interesting crafts such as making *urung ketupat,* introducing regional arts such as pencak silat, and making traditional regional foods such as kentan *bintul, awug-awug,* and *gegetas*. This activity can create and create something original, has use value, and has an impact on the surrounding environment. Apart from that, it can also increase the feeling of love for local culture, especially in Banten. Therefore, P5 activities can hone and foster students' creativity in an original or real way.

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