

OPPORTUNITIES AND CHALLENGES IN IMPLEMENTING CO-CURRICULAR ACTIVITIES PERCEIVED BY TEACHERS AS FACILITATORS AT STATE VOCATIONAL SCHOOL 1 JAMBI CITY: A NARRATIVE INQUIRY

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ABSTRACT

This study aims to give a general overview of the opportunities and difficulties the facilitators encountered at State Vocational School 1 Jambi City when implementing co-curricular activities. Using in-depth interviews and narrative inquiry as the research methodology, two English teachers who have been practicing P5 for two years were designated as the Facilitators. According to the findings, offering the P5 as a co-curricular has the ability to strengthen the school program, offer a more concentrated character development program, foster teacher collaboration, and raise student performance in terms of independence and creativity. One of the issues encountered during P5 implementation is locating references for P5 activity design and administration.

Keywords: Co-Curricular Activities, Facilitators, Narrative Inquiry

A. INTRODUCTION

Ministerial Decree No. 1177/M/2020 provides the framework for Pancasila Profile Reinforcement Project or *Projek Penguatan Profil Pelajar Pancasila (P5)*. It says that the goal of the program is to improve the skills and character of the Pancasila to the students. This program shows the kind of person (competence) that the Indonesian education system wants to make: students who are democratic, superior, tough, challenging, and productive in the 21st century so that they can help make the world a better place (Badan Standar, Kurikulum & Kementerian Pendidikan, Kebudayaan, Riset, n.d.) The student profile of Pancasila is also expected to improve the quality of human resources to reduce the social problems facing today. The human resources are of low quality and will continue to show moral damage in responding

to the crisis of diversity, mitigating and preventing multidimensional crises, especially in the face of unethical attitudes or behaviour in societies. (Ngimadudin, 2021).

P5 is a project-based co-curricular activity designed to strengthen efforts to competence and character that corresponds to the Pancasila profile of the student, which is based on the Graduate Competence Standard. The implementation of the project is flexible in terms of content, activities, and schedules. P5 is planned separately from the subjects in the core curriculum. The objectives, content, and learning activities of this project must not be directly related to the objectives and learning materials of the core curriculum.

The implementation of the educational unit might incorporate the participation of the community and/or professionals in the planning and execution of the P5. P5 implementation can be expanded with the inclusion of extracurricular activities. Extracurricular programs, including both structured activities and informal ones like intracurricular activities, have significant potential for developing character and general or global competences as outlined in the Pancasila Student Profiles. Providing a detailed account of each dimension and its progressive stages of growth is anticipated to assist educators in creating programs and learning experiences that can enhance the development of both character and competence in a holistic manner. Additionally, this information can aid in monitoring the progression of each student's profile. The utilization of the P5 facilitates students' acquisition of knowledge in non-formal settings, adaptable learning frameworks, more profound and dynamic educational exercises, and empowers pupils to directly interact with their environment. This can facilitate the cultivation of diverse competencies within the Pancasila Student Profile.

The P5 implementation employs a project-based learning approach, wherein activities are meticulously crafted to achieve a specific objective by delving into a demanding issue. Project-based learning enables students to engage in studies, resolve difficulties, and make informed decisions. The execution of a project necessitates that students collaborate within a designated timeframe to generate a product and/or take action as a resolution to a problem. PJBL's learning model incorporates strategies that foster creative learning processes (Sakti, B. P. H., & Putimasurai, P., 2022; Suryandari, 2016), collaboration (Suryaandari, 2016), inquiry-

based learning (Kang, 2020), the cultivation of critical thinking skills (Suryandari, 2016), daily problem-solving based on scientific processes (Lestari & Rahmawati, 2020; Sarwi, Alim, Fathonah, & Subali, 2020), attitude development (Choirunnisa, Prabowo, & Suryanti, 2018; Hernawati et al., 2019), and the promotion of meaningful learning. This demonstrates the necessity of using the PJBL learning model in P5 to facilitate the attainment of proficiency in alignment with the established aspects in P5.

The observation on the ground reveals that the implementation of the Pancasila student profile strengthening project as part of the Merdeka Curriculum has unique challenges and issues for each educational unit that will execute it. Understanding of the new paradigm of learning appears to be uneven. This is evident from the teachers' lack of understanding of the new paradigm of learning and their low curiosity, which even tends to be skeptical towards the current government-disseminated Prototype Curriculum, including the implementation of P5 (Saputra, Sukariasih, & Muchlis, 2022). The implementation of P5 utilizes the project-based learning (PBL) method, which requires detailed planning skills. However, previous research has shown that many teachers tend to avoid using PBL and prefer other methods that they perceive as more feasible (Goldstein, 2016). Based on the aforementioned background, sharing best practices in implementing P5 can provide further information for educational units currently implementing it.

B. METHOD

This study employs a qualitative research approach focusing on the subjective experiences and perspectives of the participants. The citation for this source is from Creswell (2003). Narrative research, as described by Clandinin and Connelly (2000) in Kusumo, Rahayu (2019), is a study approach where researchers explore the experiences and stories of individuals by requesting them or a group to recount their lives. The researchers subsequently retold this material in a chronological narrative. (Jelahun, 2019). The data originates from semi-structured in-depth interview activities. The participants consisted of two English Teachers as the Facilitators of P5 in a State Vocational School Jambi, who possessed a minimum of two years of expertise in implementing the Merdeka Curriculum.

During the interview, a set of open-ended questions were developed, specifically focusing on the interviewee's perception and experience in implementing the project aimed at enhancing students' understanding of Pancasila. Additional inquiries were made to obtain further elucidation. The duration of the entire interview was approximately three hours. The entire talk was captured using field recording equipment and a recorder. The material was meticulously transcribed in its entirety for the purpose of analysis. Upon careful examination of the transcription, a distinct motif emerges. The subjects are categorized and marked with vibrant colors, accompanied by annotations along their borders. Themes are organized in diagrams to investigate potential connections among them. The initial writing results are thereafter transferred to the participants to guarantee their precision and authenticity. The final writing was amended with corrections provided by the participants (Wahyuningsih & Lestari, 2023).

C. FINDINGS AND DISCUSSION

The study examined the participants' use of the approach of adjusting school activities to implement the P5. The researchers recognized the resemblance between school activities and the P5 implementation guideline. All three participants acknowledged the necessity of modifying educational activities to align with the stated criteria. During the initial phases of P5 implementation, Mrs. PT had challenges in locating relevant material or instances of suitable implementation. After conducting thorough research and engaging in internal deliberations with supervisors, it was determined that the most effective approach to implementation would be to modify existing school activities that share similarities with P5. "In our initial implementation, we selected the theme of global happiness due to its novelty. Therefore, we sought pre-existing activities that could be adapted into our initial activities for implementation (P5)."

"A renewed programme of cultural diversity activities that ends with an assembly aimed at introducing culture, children's self-confidence, and ending the celebration so that parents can witness. But once there's a P5, we start thinking about focusing dimensions, elements, and sub-elements that will be targeted to focus more."

Prior to implementation, Mrs. PT engaged in a process of deliberation and exploration with all the teachers. She believes that the implementation of the P5 aligns with the character

development program that was undertaken during this period. Therefore, the process of implementing the P5 may be seen as a continuation of the school program's development.

"The character development program has been implemented thus far in accordance with the school guidelines, which encompass the values we deem essential for students within the school."

Currently, the implementation remains theoretical and the development program has not yet materialized into a concrete project. Typically, the identification of values or characters in a book is established by the correlation between the characters and the narrative, resulting in a more subtle approach. If the student is in (P5), they will complete an entire project. Mrs. PT observed that it possesses values and a more concentrated timeframe, which are given in the form of a project. In that case, if I observe it, it will expedite the endeavor of character development that we often undertake.

During the initial year of implementation, both participants effectively executed two to three customized interventions that were specifically designed to match the preparedness and requirements of their individual schools. Mrs. HL selected school activities that align with the readiness level of P5 students for implementation. Illinois mothers have a preference for themes that are tailored to the school-related challenges they encounter. The selection process, as outlined in implementation guidelines P5, is conducted by both Mrs. PT and Mrs. HL Schools have the autonomy to choose themes utilizing pre-existing modules, routine school events such as Earth Day reminders, and can also consider challenges experienced by schools. The project-based learning methodology implemented at P5 distinguishes itself from project-based learning within the confines of traditional classroom curricula. One of the reasons for misunderstandings in the P5 application is the emphasis on the outcome or final result of any action, including celebratory events. The main focus lies in the course and procedures that learners undertake when executing P5, particularly in relation to problem-solving within the project.

"The P5 implementation is a component of Merdeka curriculum policy and requires an initial pilot project. Therefore, we are currently engaged in its development to the best of our knowledge."

Our initial understanding throughout the deployment of P5 is that celebration is necessary. Subsequently, we established the concept of Global Awareness and Entrepreneurship as a

recurring program within the school, accompanied by celebrity involvement. Regardless, the functionality remains consistent while dealing with spatial depths, despite the discovery of numerous misconceptions while delving further into the subject of P5. There are no restrictions on celebrating. However, due to that particular reason, the school activities that we often engage in still have their importance.

"We selected the theme based on the specific requirements of our students."

The most noticeable aspect is what is absent, and that is what catches our attention. When considering a sustainable lifestyle, it is imperative. Our children are aware that the rubbish is not conscious, but they have not yet fully realized this fact. The objective of selecting a theme is to establish a secure and pleasant educational atmosphere. In addition, it is evident that youngsters require knowledge about various aspects of existence. We believe it is necessary to instruct them in practical skills such as navigating military supply chains and mastering convoy transportation, as a means to instill discipline in them. Regardless, we did not initially consider selecting themes. However, we have noticed that our children have not yet achieved or are lacking in which specific area? If we depart from the subject initially, it is worth noting that our children lack intimate connections, regardless of the circumstances. Alternatively, it is not necessary for it to do so; the outcome is below the maximum.

Opportunities in Implementing P5

1. Character education places a greater emphasis on certain goals or objectives.

Mrs. PT and Mrs. HL recognized that P5, as a method for attaining the student profile of Pancasila, is unique due to its dedicated time allocation for each topic. Providing the student with dedicated time will afford them the chance to engage in more profound contemplation and emotional connection with the subject matter, without the need to prioritize other academic goals. Through the P5 program, children can enhance their knowledge, competence, abilities, and attitudes by engaging with their peers, teachers, and community members to analyze current and relevant topics in their surroundings.

"There are notable disparities in the execution of educational programs prior to utilizing P5 and subsequent to it."

Upon making adjustments with P5, the disparity becomes more pronounced in the procedure. When selecting the theme of global happiness, it is necessary to adapt to the components and

prioritize actions before their execution. (celebration). Previously, our emphasis was solely on collaboration and creativity. However, we meticulously covered several forms of collaborative activities and assessments, such as the production of souvenirs. If the assembly desires to provide keepsakes for the parents, we will continue to explore options for what we will create. Thorough planning is necessary for all aspects, including objectives, activities, and assessments, in order to facilitate accurate measurement of the success rate.

"Character development in the P5 curriculum allows for greater depth and duration of discussion, without being interrupted by other subjects or skills being taught to the students."

There will be a unique period of time dedicated to acquiring life skills rather than academic knowledge. Learning does not imply the pursuit of a mathematical notion according to a predetermined timetable.

2. Character education fosters the autonomy and ingenuity of the students.

P5 initiative encompasses six key elements: noble morals, global self-esteem, self-reliance, gotong royong, criticism, and creativity. All of these elements are considered as a unity that supports each other and if studied and earned a special portion of time is expected to produce the appropriate profile.

"When organizing a celebration or presentation, there is a chance to cultivate the student's creativity. They can begin by exploring options such as costumes, souvenirs, and appearances. In addition, there is a collaborative process that operates in conjunction with the sharing of duties that we observe. When designing a costume for an event, creativity is essential. Students collaborate to debate and finalize the costume plan. The planning activities are systematically executed, followed by the documentation of the collaborative process through photography. Subsequently, reflecting activities take place. The reflection pertained to the act of contemplating the reasons behind the occurrence of the show today. It appears that your level of enthusiasm has decreased".

Engaging in such activities and allocating sufficient time will equally foster the development of creativity in all youngsters. Through this method, student autonomy is cultivated by offering ongoing instruction to empower students in decision-making.

"If I witness this occurrence consistently, it indicates that not only are you a student who has intruded, but it also brings great joy to the teacher."

Particularly when involving specialists. In order to enhance the research, we incorporate expert interviews or visits to locations relevant to the issue under study. Engaging in face-to-face meetings with experts or visiting relevant locations related to the covered issues will provide you with a more enriching experience. When there's an expert visit or when we visit it, they're so thrilled and they get something new."

3. Character education encourages more intensive collaboration among teachers.

"Currently, I perceive a significant transformation in the realm of collaboration."

It involves a greater amount of running. Currently, due to the ongoing profile project, our frequency of meetings has increased. These meetings mostly focus on planning and evaluation. Consequently, we are actively assessing whether the individuals in question have successfully accomplished their character goals. There is currently a significantly greater amount of discussion taking place compared to the past.

4. Challenges in Implementation P5

The P5 implementation is characterized by its adaptability in terms of content, activities, and implementation timelines. The initiative is organized autonomously from the school's main curriculum. The project's aims, resources, and learning activities may not be directly associated with the objectives and teaching materials offered in the core. Schools have the ability to engage the community and/or industry in collaborative efforts to develop and execute projects that enhance the reputation of students in relation to Pancasila. The effectiveness of the P5 implementation hinges on the collaboration of all parties involved, thereby necessitating a shared comprehension.

"I believe it is crucial to prioritize the fundamental comprehension of the P5."

There must be an authentic source available to comprehend the teacher's explanation of the P5 idea. What is the level of detail? The implementation has been successful, but there has been a misunderstanding since we are not in agreement with the specific specifics. The overall reflection process is too broad, which hinders the clear depiction of the details and independence. We require enhanced dissemination of information and cooperation among educational institutions in order to mutually benefit from shared knowledge and alleviate the workload.

Schools possess complete autonomy in determining P5 activities. Nevertheless, it is a challenging endeavor for a school that lacks experience in self-directed growth. Even in schools that are already accustomed to curriculum development activities, Mrs. PT still finds it challenging.

"Given that this implementation necessitates effective collaboration from all parties involved, it is imperative that all individuals engage in the process of comprehending P5."

Due to the issue, we must proceed accordingly. There should exist a media platform that is user-friendly and universally accessible. It's crucial to have a clear layout and a clear division of tasks done well. Yes. It is closely associated with the cooperative process of a highly occupied educator. Is his comprehension identical or different? His comprehension is difficult to align with the comprehension of numerous individuals. We require a leader who is accountable for formulating the original concept in order to facilitate the establishment of the required equipment. Starting with the primary objective, we proceed to the creation of necessary documents such as feedback forms and headings. In order to do that, it is necessary to have a specialized team that engages in thoughtful planning, preparation, and oversight to ensure the smooth execution of the process. Every member must continually engage in strategic planning in order to undergo thorough evaluation.

D. CONCLUSION

The implementation of the Pancasila (P5) student profile reinforcement project offers a valuable opportunity for the development of student character, as well as presenting obstacles for teachers during the implementation process. However, the implementation of P5 can be

modified by enhancing existing school activities. It adheres to the requirements outlined in the manual about the choosing of the overall theme. The educational unit can select themes depending on factors such as school preparation, the national calendar, current hot topics, or the emphasis of the education unit. (Badan Standar, Kurikulum & Kementerian Pendidikan, Kebudayaan, Riset, n.d).

Certain opportunities are advantageous due to the implementation of P5, particularly in terms of character development programs. These opportunities are becoming more targeted in regard to the formulation of dimensions and the evaluation criteria. The deployment of P5, which utilizes project-based learning approaches, has resulted in the cultivation of self-reliance and creativity as additional benefits. P5's adaptable authority in determining dimensions, themes, activities, and allocating specific time for the cultivation of character and overall skills such as collaboration, problem-solving, environmental awareness, and independent learning, are significant and highly promote the attainment of the Pancasila Student Profile (Irawati, Iqbal, Hasanah, & Arifin, 2022).

Implementing P5 requires extensive collaboration among instructors, encompassing program design, implementation, monitoring, and assessment. This fosters a heightened level of collaboration, so enhancing both the learning process and collaboration within the educational unit. Conversely, schools face the issue of fostering teamwork among individuals with varied backgrounds. Mutual comprehension, fervour, and shared perspective are crucial for the successful execution of this cooperative endeavour.

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