

## Training and Assistance for the Development of PjBL Teaching Materials Based on Strengthening the Pancasila Profile for Elementary School Teachers

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### Abstract

*Training and mentoring in the preparation of project-based learning materials (Project-Based Learning/PjBL) which focuses on strengthening the profile of Pancasila students aims to improve the understanding and skills of teachers at SDN 1 Kaleo in implementing the independence curriculum. This program consists of several stages: socialization, training, application of e-book technology, mentoring, and evaluation involving 21 teachers. The results showed a significant increase in teachers' understanding of the Pancasila student profile from 53.8% to 95.2%, understanding of the PjBL model from 51.6% to 97.3%, and teaching materials from 54.3% to 98.3%. The introduction of e-books as an innovation in teaching materials supports independent learning, especially for students with limited school attendance. Although there were challenges in selecting relevant projects and using e-books, the focus group discussion (FGD) approach and intensive mentoring helped overcome these challenges. This training opens up opportunities for SDN 1 Kaleo to become a training model for other schools, thus expanding the positive impact of this program. Thus, this research has succeeded in increasing teachers' capacity to support the independent curriculum and forming a young generation with character according to the profile of Pancasila students.*

**Keywords:** *Training and Mentoring, Pancasila student profile, PjBL teaching materials.*

### INTRODUCTION

In the 21st century, Indonesia has development challenges, namely facing the industrial revolution 4.0 which requires everyone to have the skills to be able to keep up with developments in science and technology. So, it is necessary to form a young generation that can follow the demands of the times. The government has made several changes to the education curriculum. The current curriculum is the independent learning curriculum. Implementing the independent learning curriculum has its own challenges for every teacher (Saputra et al., 2022; Sulistyowati et al., 2023). An independent curriculum requires teachers to be able to explore potential students, designing personalized learning, developing active learning, encouraging student creativity and innovation, strengthening character and ethics, connecting learning with local contexts, and developing student independence. So that it can form students to have the attitude and nature of faith, devotion to God Almighty and noble character, global diversity, mutual cooperation, creativity, critical reasoning and independence which are summarized in the term Pancasila student profile.

Kaleo State Elementary School 1 is one of the schools that has implemented an independent curriculum compared to several other schools in Lambu District. The implementation of the independent curriculum has not been implemented optimally, this happens because teachers' understanding of the independent curriculum itself is still lacking, ways to strengthen the Pancasila student profile in the implementation of teaching and learning in each subject are still felt to be difficult, there is a lack of understanding to create differentiated learning, teachers' knowledge of the model - learning models that support the implementation of the independent curriculum are very minimal, and there is a lack of ideas for creating learning that can be carried out by students independently or with and without teachers.

Kaleo 1 State Elementary School is also one of the elementary schools in Kaleo Village, Lambu District, Bima Regency, where the majority of the population of Lambu District, and especially in Kaleo Village, work as farmers. There are around 7% of students' guardians who have agricultural land outside the district or even outside the Regency, so students will come with their parents for several weeks or even months when the planting season arrives, and around

73% of students' guardians have agricultural land within the Village with problems the same thing that students will be allowed to go to school when the planting and harvest season arrives. The rest of the students' guardians work as civil servants, TKW, and others. So only students whose guardians work as civil servants take part in the full teaching and learning process in 1 semester.



Picture 1. SDN 1 Kaleo teacher



Figure 2. Condition of SDN 1 Kaleo

Teaching materials are an alternative that can be developed by teachers to support students' limited time in studying and can also adapt to students' abilities, so that the learning objectives of implementing the independent curriculum can be achieved (Warni et al., 2023). The PjBL model is one of the recommended learning models when implementing the independent curriculum (Sari et al., 2023). Project-based learning that strengthens the profile of Pancasila students can support the formation of students with the kind of competencies that the Indonesian education system wants to produce (Budiman et al., 2023). Project-based learning to strengthen the Pancasila student profile can be integrated through the preparation of teaching materials

which can be carried out in all subjects in elementary schools. To achieve this, it is necessary to carry out teacher skills training to be able to develop project-based teaching materials and also support strengthening the profile of Pancasila students. The teaching materials that will be developed can also be studied by students whether there is a teacher or not, so that it becomes an alternative for students who have been absent from school several times.

The aim of implementing the activity is to increase teachers' understanding in developing project teaching materials based on strengthening the profile of Pancasila students which can be developed in all elementary school subjects, so that it has an impact on improving the quality of teachers and improving the character and skills of SDN 1 Kaleo students in accordance with the demands of the independent curriculum.

## METHOD

This service will be carried out at SDN 1 Kaleo, Lambu District, Bima Regency based on existing problems and through the following stages and methods:

1. Socialization, at this stage, approaches are carried out with partners, problems that exist in the partner environment, provide motivation and solutions related to existing problems, and develop problem solving programs.
2. Training, at this stage there will be a Focus Group Discussion (FGD) for teachers to increase understanding of the independent curriculum, teaching materials, interactive models, Pancasila student profiles, and assistance in preparing PjBL teaching materials based on strengthening the Pancasila student profile.
3. Application of Technology, at this stage there will be an introduction of electronic books that can be accessed by anyone and anywhere, so that teachers can prepare teaching materials as e-book products.
4. Mentoring and Evaluation, at this stage there will be assistance and evaluation of the achievements of the problem-solving program that has been offered.
5. Continuing the program, at this stage there will be dissemination of the development of

PjBL teaching materials based on strengthening the profile of Pancasila students to other schools by making SDN 1 Kaleo the main school.

The training participants consisted of 21 teachers at SDN 1 Kaleo. The data used to evaluate training is using (1) questionnaires; teachers fill out a questionnaire to measure the level of understanding after training in preparing PjBL teaching materials. (2) interview; conducted with several teachers to gain in-depth insight into the challenges teachers face in adopting this electronic book.

**RESULTS AND DISCUSSION**

**Results**

The process of community service activities regarding training in preparing PjBL teaching materials which was carried out at SDN 1 Kaleo resulted in the following results:

**Training Activities for Preparing PjBL Teaching Materials**

Training on preparing PjBL teaching materials for SDN 1 Kaleo teachers showed very positive and useful results, this can be seen in the following table:

Table 1. Questionnaire Results for Increasing Teacher Understanding of Training Activities

Aspect	Teacher Understanding (%)	
	Pre	Post
Pancasila Profile	53,8%	95,2%
PjBL Model	51,6%	97,3%
Teaching Materials	54,3%	98,3%

Previously, teachers experienced limited understanding regarding the independent curriculum, implementation of the Pancasila student profile and linking it to subject matter, interactive models that support the independent curriculum, and preparation of teaching modules. Through the training and mentoring provided, SDN 1 Kaleo teachers understand the importance of curriculum supporting learning models and are familiar with electronic books which follow the current technological developments that demand

the 21st century era. The PjBL model is one of the models that supports the implementation of the independent curriculum (Suryaningsih et al., 2024). The 21st century requires humans to be able to master technological developments (Suryaningsih et al., 2021).



Figure 3. Implementation of Training

**Introduction to Electronic Books (E-Books)**

The innovation implemented in this training is the use of electronic books as a form of supporting students' independent learning. After the teacher has carried out training and assistance in preparing PjBL teaching materials, the teacher then changes the teaching materials which are usually printed to electronic ones (*e-books*), so that there are innovative *e-books*. This makes it easier for teachers and students to guide learning or study anywhere. Electronic books make it easier for teachers and students to learn online anywhere and anytime (Saputra et al., 2022).

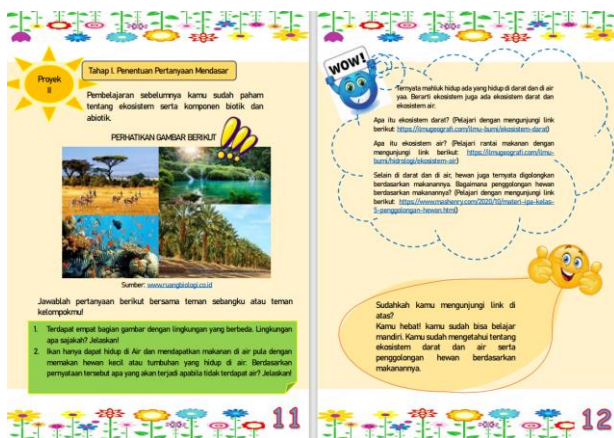


Picture 4. Introduction *e-books*

**Challenges in Preparing PjBL Teaching Materials (E-Books)**

The challenges in preparing teaching materials carried out by teachers are, (1)

selecting projects to be carried out by students that are appropriate to the teaching materials, some teachers still need in-depth guidance on this matter. (2) How to use electronic books, this is because 80% of new teachers have knowledge about *e-books* after carrying out this training. Training and mentoring need to continue to be carried out to increase knowledge and skills in accordance with the demands of technological development (Junaidi et al., 2023; Sari et al., 2023; Wardhani & Yarmi, 2023).



Picture 5. Teaching Materials

## Discussion

The success of the training assistance in preparing PjBL teaching materials based on strengthening the profile of Pancasila students for teachers at SDN 1 Kaleo can be seen from the results of preparing several teaching materials which were directly put into practice by the teachers. Teachers who previously felt limited in how to implement personalized learning are now better able to identify and develop individual student potential. As a result, the learning applied in class is more relevant and encourages students to think critically and be creative in completing the projects that students work on (Hamzah, 2023). Teachers are also taught how to integrate various interactive learning media and adapt teaching materials to the independent curriculum. With this approach, teachers are better prepared to design projects that are not only academically educational but also enrich students' social and emotional experiences.

The innovation in the form of e-books introduced in this training is a step forward in supporting independent learning, especially for students who are often absent due to helping with

family work. With e-books, students can continue to learn and access learning materials even though they cannot attend school. This e-book can be accessed at any time, thus providing flexibility for students in managing their study time independently (Nafiah et al., 2023). Apart from that, e-books also help reduce dependence on printed materials which are sometimes difficult to access for students in remote areas. In the context of the 21st century, the ability to learn digitally is an important skill that students need to have (Firman Raharjo & Ikhsan Karimah, 2021). Teachers at SDN 1 Kaleo, after going through training, are able to utilize this technology to support students in learning more effectively and efficiently.

The success of the training program at SDN 1 Kaleo shows that the approach to preparing PjBL teaching materials based on strengthening the Pancasila profile can be applied as a model for other schools facing similar challenges. As one of the schools that is a pioneer in implementing the independent curriculum in Lambu District, SDN 1 Kaleo now has the potential to become a training and learning center for teachers from other schools in the area. In the program sustainability stage, SDN 1 Kaleo can share experiences and training modules with other schools, so that the implementation of PjBL based on strengthening the profile of Pancasila students can be even and in accordance with the expected standards. Apart from that, ongoing mentoring is also very important to ensure that each teacher can adapt their teaching materials according to changes and dynamic curriculum demands. Through this initiative, it is hoped that there will be an even increase in the quality of education and be able to produce students with superior Pancasila character.

## CONCLUSION

Training and assistance in preparing project-based teaching materials (PjBL) by strengthening the profile of Pancasila students at SDN 1 Kaleo succeeded in increasing teachers' understanding and skills in implementing the independent curriculum effectively. The significant increase in teachers' understanding of the Pancasila student profile, the PjBL model, and the preparation of teaching materials shows

that this training has had a real impact on teachers' ability to design learning that is relevant and responsive to student needs. The use of e-books as innovative teaching materials supports independent learning for students, especially for those who have limited class attendance, thereby facilitating access to flexible and sustainable education. Obstacles in selecting projects and using e-books were successfully overcome through an intensive discussion and mentoring approach, which enabled teachers to be more independent and skilled in developing teaching materials according to the context of students' lives. SDN 1 Kaleo, through this training, also has the potential to become a model and training center for other schools in the Lambu District area, so that the positive impact of this program can spread and provide wider benefits. Overall, this training not only succeeded in improving the quality of teaching at SDN 1 Kaleo but also paved the way for the development of education that is in line with the values of the Pancasila student profile in the region, thus supporting the creation of a young generation with character, critical and independent in line with the demands of the era. 21st century education.

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