

Soul and Body Sane Quality Improvement: Senior High School Students' Reveal Surprising Experiences in P5 Activities

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Abstract

Students feel that P5 activities are exciting and fun because they are instructed to memorize gymnastic movements and musical drama dialogues, and they can enjoy the activities that are carried out. Students get perceived benefits from gymnastics and musical drama exercises. Obstacles or difficulties during P5 activities are difficulties finding the property, generally in finding a place with a relatively low price. Skills honed in P5 activities include skills to train cohesiveness in teamwork because activities focus on collaborative activities. P5 activities are carried out with an allocation of time for two consecutive weeks without involving other academic activities. This schedule selection makes students feel unburdened or pressured to work on the P5 final project and can complete it with focus.

Keywords: P5 activities, Quality, Experience, Soul, Body

INTRODUCTION

Education is a basic human need related to life (Rossa et al., 2023). In a broad sense, education is a planned, conscious effort to develop self-potential to have religious and spiritual strength, self-control, personality, intelligence, noble morals, and skills in society. In contrast, education is a school in a narrow sense (Pristiwanti et al., 2022). Quoting the word "religious, spiritual power" means that religion means adhering to a religion or worshipping a religion, obeying that religion, and living a good life according to that religion (Andani, 2023). Education takes the form of learning and knowledge passed down from generation to generation through research, learning, and training. Education is a basic pillar for a nation and state to develop human resources as a form of parameter for the progress of a civilization (Nada, 2021).

The basis of Indonesian national education is Pancasila and the 1945 Constitution (Nurfirda, 2023). The function of national education is to develop abilities, shape the character and civilization of a dignified nation, and educate the nation's life to become a man of faith and devotion to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, democratic, and responsible. Education is a variety of processes, namely the process of cultural transformation, the process of preparing citizens, the process of preparing the workforce, and the process of personal formation (Husamah et al., 2019). There must be a policy in the process of elaborating the vision and mission of education, which consists of 5 components, namely goals, plans, programs, decisions, and impacts (Elwijaya et al., 2021).

Education in Indonesia is constantly evolving; an example of the Indonesian government's developments is the curriculum improvement. According to Permendikbud Ristek number 12 of 2024, article 1 curriculum is a path educators prepare as a device and regulations containing objectives, content, and learning materials. The curriculum is used so that students can develop and be responsible for their potential (Nasrullah et al., 2024). The curriculum is a tool to achieve learning objectives, and a nation's outlook on life strongly influences learning objectives; for example, after Indonesian independence, Pancasila as the basis and philosophy of life, and the curriculum was adjusted to the values of Pancasila (Mubarok et al., 2021).

The independent curriculum prioritizes the freedom to choose and manage the learning material chosen because each learner has different abilities. To develop competence as a lifelong learner, one must be competent, with character and Pancasila behavior. The learning outcomes of the independent curriculum consist of 3 main points: intracurricular competencies, co-curricular competencies, and extracurricular competencies. The independent curriculum is designed with character development and flexibility principles and focuses on essential content according to the regulation of the Ministry of Education, Culture, Research, and Technology number 12 of 2024 (Nasrullah et al., 2024). The independent curriculum provides a freedom that focuses on students, teachers, and schools to use appropriate learning because the independent curriculum carries the concept of independent learning so that it is free to innovate, be creative, and independent, which starts through the teacher as a driving force (Rahmadayanti & Hartoyo, 2022).

The independent curriculum is characterized by implementing the Pancasila Student Profile Strengthening Project Program or P5 to build the character and values of Pancasila students (Septiani et al., 2024). The independent curriculum no longer focuses on the demands of achieving minimum completeness scores. However, it focuses on quality learning to realize that quality students have Pancasila character and human resource competencies ready to face global challenges (Rahmadayanti & Hartoyo, 2022). The Pancasila learner profile has diverse competencies formulated in 6 dimensions that are interrelated and develop simultaneously. The six dimensions of the Pancasila student profile are faith, devotion to God Almighty, noble character, global diversity, cooperation, independence, critical reasoning, and creativity (Satria et al., 2022).

Character strengthening carried out through the Pancasila student profile activity is a relay idea from time to time which has the objectives of maintaining the noble values and morals of the nation, readiness to become global citizens, the realization of social justice, and achieving

21st-century competencies (Rusnaini et al., 2021). In the independent curriculum, students are expected to master and apply the values of Pancasila, which are held in the learning theme of the Pancasila student profile strengthening project (Melati et al., 2024).

Nine themes must be mastered and applied in daily life by high school students in the independent curriculum, namely sustainable lifestyle, local wisdom, Bhinneka Tunggal Ika, Build up soul and body, democratic voice, engineering, and technology to build the united nation of Republic of Indonesia (NKRI), entrepreneurship, employment for vocational senior high school, and work culture for vocational senior high school (Hanik, 2022). As life challenges become increasingly complex, students need to understand and apply the concept of good mental and physical health and its importance for success. The P5 program provides students with practical guidance in incorporating these aspects into their lifestyles (Faidah et al., 2024).

METHOD

This study used a qualitative descriptive method to analyze in depth the experiences of high school students after carrying out P5 activities at one of the Tangerang City High Schools. Data collection was carried out by observation and interviews. Observation was carried out by directly observing students during P5 activities. Interviews to explore students' experiences after carrying out P5 activities.

RESULTS AND DISCUSSION

P5 is an interdisciplinary study examining and thinking about solutions to environmental problems to strengthen various student profile competencies (Kunaenih et.al., 2024). The Pancasila student profile is the character and abilities built in each individual's self and daily life through school culture, intracurricular, co-curricular, and extracurricular learning (Rahayuningsih, 2022). Following the Merdeka Curriculum, the values of the Pancasila learner profile are applied inside and outside the classroom (Jamaludin et al., 2022).

P5 at one of the senior high schools in Tangerang City did not start simultaneously. The beginning of the activity for each batch was one day different. For class XII, the activities began on the 18th and closed with the culmination of the action or harvesting of works on October 2, which was an even 2 weeks. The activities that class XII students do for 2 weeks every day start with spiritual activities of worship together every morning, followed by a material discussion with the facilitator; students get material and worksheets that they must complete each day; there is also an ice-breaking activity to attract students' enthusiasm to continue the next activity, namely training together. After resting and ice breaking, students will be directed to practice

together to compile and prepare for the peak performance of the action, namely musical drama, colossal gymnastics, and healthy food socialization.

In the world of education, it is often discussed that character education is still low. P5 activities are one of the implementations of building the character of a nation (Suprayitno, 2020). Character education is an approach to education that focuses on instilling values, morals, and ethics in students to improve their ability to distinguish right from wrong in everyday life. This effort is made to reduce the moral crisis by increasing physical, spiritual, and ethical values (Sukatin & Al-Faruq, 2020). Good character is not only about moral knowledge but also about moral feelings and behavior. Good character must contain three components: knowing, wanting, and doing good things (Nurmalisa et al., 2020).

According to Mukhtar et.al., (2024) P5 activities as differentiated learning in the independent curriculum are very influential, especially on the student experience. Support from teachers & parents, utilization of information technology, and community involvement are supporting factors in implementing P5 activities that can improve the student learning experience. Supporting factors that can be fulfilled will provide a great opportunity to succeed in implementing the P5 program (Maharani et al., 2023).

Students' recognition of participating in P5 is very pleasant because, this time, the project can increase students' confidence. Students said the P5 activities they are doing now are very fun and very different from usual. Students said that they gained a lot of new knowledge through the P5 activities carried out. Students also said that they did not expect to do musical drama and gymnastics together. Some students say they are not interested in the world of theater or gymnastic activities, but according to students, the activities they do are very useful and fun.

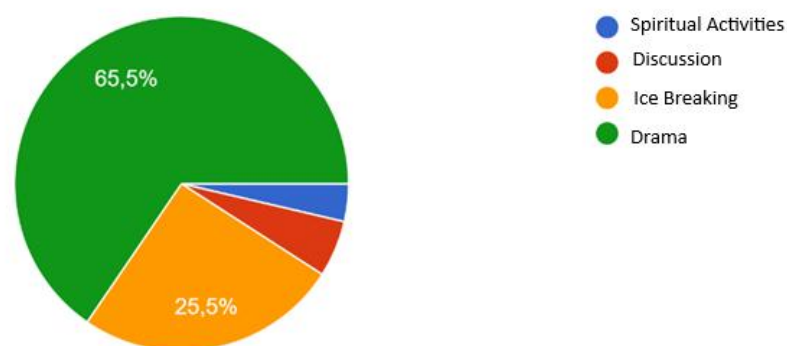


Figure 1. Measurement diagram of most popular activities

Based on the Figure 1, the most popular activities are gymnastic exercises and drama exercises. Gymnastics & drama exercises will stimulate creativity because students must express themselves through facial expressions and body movements. The psychomotor aspect can be achieved through the activities of students moving to express creative imagination

through their bodies (Siregar et al., 2021). According to students, besides practicing gymnastics and drama activities to train and improve psychomotor aspects, students can interact more with friends, not only classmates but friends in other classes as well. With growing self-confidence, students feel they can act out the film or theater.

Students find it exciting and fun when instructed to memorize gymnastic movements & drama dialogues in the form of videos within a certain period so that students can enjoy both the benefits felt from gymnastics and the confidence that grows from the drama exercises. Cooperation and cohesiveness are needed for group gymnastics movements to be harmonious with friends. Therefore, this activity can form togetherness and train teamwork.

Students are also greatly helped in improving their drama skills, especially by practicing expressions and conducting experiments. In this exercise activity, two classes gather in 1 room where communication between classes is closer and can develop the kinesthetic intelligence of the body together. Gymnastics & drama training activities were chosen as the most popular activities for grade 12 students because they can develop independence in learning by participating, interacting, and doing activities (Kadi & Hariyanti, 2023). The activity afterwards was filled with making healthy food to further train cohesiveness.

Based on Nafaridah et al. (2023), The project experience causes them to feel the problems in the school environment; students learn many new things during project activities. Every challenge in the project can be passed positively by every other student. In addition to students learning many new things, this project activity can encourage students' creative thinking. Students feel more independent after participating in P5 because students know about things related to physical, mental and spiritual health. Learning from this P5 activity minimizes anxiety levels in the future (Indriyanti, 2023).

P5 allows students to learn from real problems in the school environment and find creative and innovative solutions. This can increase students' responsibility and critical thinking skills. Some data from grade 12 student interviews regarding what is seen as a result of the implementation of P5 in the form of bringing up and improving critical and creative thinking skills. P5 is cross-disciplinary learning, which involves observing and thinking about solutions to problems in the surrounding environment. P5 is useful for making students more thorough in developing a sense of cooperation between groups.

The main focus in P5 is the learning process that can change the mindset towards oneself and others & develop students' competence and character. For individualistic students, it can change their social spirit, one of which is to smile more. A good impact with P5 will bring students to self-control & become a better person. P5 aims to form Pancasila students who are

faithful, globally diverse, able to work together, independent, critical thinking, and creative. The application of the results of this P5, which can be seen directly, is that students become less lazy and socialize more easily.

Obstacles or difficulties during P5 activities are difficulties in finding properties, generally in finding a place with a relatively low price. Another difficulty was memorizing the gymnastic movements and the drama plot at every stage. P5 has its own purpose, and the students should be able to take its essence. The memorization stage ensures students can complete the project well and perform the results perfectly on peak days.

According to Intania et al. (2023), supporting factors include internal factors such as one's personality and external factors, namely family, educators, and the surrounding environment. Optimizing supporting factors can be done in various ways, such as teacher training, counseling, socialization to parents and students, and the contribution of the school committee. For inhibiting factors for the successful implementation of the Pancasila learner profile related to understanding and appreciation, namely the limited ability of educators to design practical modules limited teaching and learning time. In addition, signs of insufficient learning content, limited teacher ability to master science and technology, lack of student interest in lessons, passive student participation in the learning process, and lack of financial support from parents.

The importance of support from parents, teachers, and friends in P5 projects, especially for students can receive guidance, feedback, and motivation in implementing the project to receive solutions when facing difficulties (Bastrian et al., 2024). Support to improve understanding of P5 materials, encourage active participation in learning activities and provide full support by providing time, facilities, moral encouragement, and engaging in discussions to provide inspiration & new perspectives. The biggest solution to overcome obstacles in the school environment is to encourage the strengthening of friendships through habituation, implement P5 according to guidelines, equalize/help share ideas, work together in teams, and provide motivation to moral support when encountering obstacles.

From the results of the interview, based on the experience that students get, they have not realized any new skills formed, but students say many skills are more honed during P5 activities. They could develop and channel their previous skills while participating in P5 activities. This starts with critical thinking skills and creativity because students are asked to create a musical drama with a mental health theme that requires them to channel interesting ideas.

From making musical dramas and colossal gymnastics, students felt they gained the skills of composing and writing stories, acting, singing, dancing, and gymnastics together according

to rhythm and body movements. The preparations made by students do many activities with one group consisting of 2 combined classes. Consciously, students also said that with P5 activities that emphasize character-building activities with collaboration, students feel a lot of collaboration skills and feel more encouraged.

Skills in production activities include training cohesiveness and teamwork because many tasks are done together. Tasks that are done together require good communication, and students feel that the communication skills carried out to coordinate their group also bring out good public speaking skills so that all members understand the meaning of the ideas conveyed. Good understanding in group work can also hone good time management skills because if all members understand the idea's intent and purpose, all tasks can be completed precisely and well to bring out independence in managing tasks.

The P5 activity for class XII at one of the senior high schools in Tangerang City is themed wake up the soul and body, focusing on mental, physical, and spiritual health. Students felt an increase in concern for physical and mental health, namely being more concerned about physical health by realizing the importance of a balanced life by maintaining a healthy lifestyle, the importance of maintaining fitness by exercising regularly, reducing the use of cellphones and eating lots of healthy and nutritious foods. In addition to caring more about children's physical health, according to students, they also care more about mental health by understanding the importance of their own and other people's mental health. The implementation of the activities carried out is very much following the character of Pancasila students who want to be built, namely Believing, Fearing God Almighty and having noble character, Global Diversity, Mutual cooperation, Creative, Critical reasoning and independence.

What students do in maintaining their own mental health is by doing self-reflection, respecting themselves, instilling a positive mindset, not thinking about what people around them say, loving themselves, managing time, communicating more often with parents, being careful in socializing, reducing stressful thoughts, and doing fun activities. In addition to the importance of maintaining or realizing the importance of personal mental health, students also realize the importance of protecting the mentality of others by avoiding bullying, being careful with the words spoken, being more empathetic to others, and socializing a lot. In its activities, there are several stages in ways to instill social values (Budiarno, 2021).

In addition to the efforts to increase concern for physical and mental health that students realized after participating in P5 activities, students also said that it was important to maintain a spiritual relationship with God. Students said that they can get closer to God by being grateful

and diligent in worshipping. This closeness to God is the key to physical and mental health. That getting closer to God is the simplest way to be able to increase concern for physical health and mental health.

P5 activities carried out with fairly complex tasks should be a burden or pressure that can take up students' time and may even interfere with students' physical and mental health in completing P5 tasks. Students said they did not feel that this P5 task was a burden or pressure that took up their time. Indeed, some students said they received a worksheet-like assignment that they had to complete within one day, which made some students feel that they did not have enough time to complete the assignment properly. The homeroom teacher carries out the assessment and evaluation process in P5 as one of the final reports or student report cards, the following are the assessment points taken in the implementation of P5 according to the explanation of one of the homeroom teachers: "The assessment that is emphasized in the project is cohesiveness, honesty, courage to express opinions, projects in the form of *hasta karya*, and others." (Nufus, 2024).

P5 activities with time allocation for two consecutive weeks without involving other academic activities make students feel unburdened or pressured to work on the P5 final project because they can focus on one goal. Teachers have put a lot of effort into designing learning, both in the form of projects and intracurricular activities, to improve students' profile of Pancasila (Nisa *et al.*, 2024). In addition to the focused activities with a time allocation of 2 weeks, students also said that they had managed their time well enough so that there were no clashes between the activities they had. Although these P5 activities may give students less time for other activities due to projects and assignments requiring more attention, the positive thing is that they can manage their time better.

CONCLUSION

Therefore, it can be concluded that the P5 allows students to learn and participate directly in an informal setting, with flexible learning structures and more interactive learning activities. The students were very happy and enthusiastic in carrying out this project. According to them, they gained much experience through this P5 activity. Students were thrilled to be able to participate directly in the process of colossal gymnastics, musical drama, and making healthy food. P5 is a breakthrough Indonesian education program combining project-based learning with Pancasila character strengthening. Although students said they had not felt the new skills formed without realizing it, many soft skills emerged and were felt in the activities carried out following the Pancasila student profile, especially those following the philosophy of the Indonesian state, namely Believing and Fearing God, and having noble character, Globally

diverse, cooperation, Creative, Critical reasoning, and Independent. The school is very supportive of this activity because the P5 program seeks to apply themes that can improve the attitude of the Pancasila student profile towards students. We recommend that before the P5 activities begin, we select or determined several students as samples to observe and compare the changes that occur before and after participating in P5 activities to measure the changes that are the objectives of the P5 program carried out.

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