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Training Dimensions Independence in Students Phase A P5 Activity at Marsudirini Elementary School The Place of Semarang

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Abstract

The purpose of this community service activity is to provide independence training to Phase A students in grades 1 and 2 of Marsudirini Elementary School, Gedangan, Semarang. The training material is intended to teach aspects of self-independence by practicing good work culture. This activity reflects the development of the independent dimension of the Pancasila Student Profile in the Pancasila Student Profile Strengthening Project (P5). There are six P5 themes at the elementary school level, namely sustainable lifestyle, local wisdom, unity, Single Ika, Build Your Soul and Body, Engineering and Technology, and Entrepreneurship, all of which aim to develop children's potential as a whole, starting from cognitive, affective, psychomotor to social emotional aspects. The method of implementing this service is lectures, Q&A/ discussions and practices. The results of this service activity are the knowledge and skills of Phase A students in grades 1 and 2 of Marsudirini Elementary School, Gedangan, Semarang in helping to overcome themselves in simple things, especially in terms of knowledge of first aid in accidents, can be understood and practiced independently and can reduce fear and panic.

Keywords: Phase A, Independence, P5

INTRODUCTION

Implementation decision Independent Curriculum for all school education elementary and middle start year 2024/2025 teachings apply in a way simultaneously throughout Indonesia. The Independent Curriculum was established because viewed as step repair curriculum previously. Curriculum This emphasize on freedom educators and participants educate in to obtain his knowledge (Usawatun Hasanah, 2022). With enforcement Independent Curriculum then in a way also implemented directly implementation Profile Pancasila Students and Projects Strengthening Profile Pancasila Students (P5). P5 is designed For develop character Indonesian students for can characterful in accordance with Pancasila values. Design the implementation of P5 is intended as activity learning cross discipline science that invites student can observe and search solution about the problems that exist around (Arfiannti Wijaya, 2023).

Activity intracurricular, co-curricular and extracurricular activities also remain There is in Merdeka curriculum. P5 activities become part in activity co-curricular and also intracurricular. Activities This designed to be useful for students to front of it (Asep Iskandar, 2023). P5 activities themselves expected make the students have the opportunity understand and learn things important things that happen in the environment surrounding area so that they can do action real in accordance with stages Study as well as his needs. With thus then P3 and P5 become A unity in The Independent Curriculum, the embodiment of which is originate from implementation profile Pancasila students (P3) and poured in activity Project strengthening profile Pancasila students (P5). With implementing P3 and P5 there hope For generation young can build character the superior and capable Indonesian nation compete globally later day (Ismail Marzuki, 2017; Wahyu, 2011).

Foundation from strengthening mark This character refers to Pancasila intended For give

implications to resilience personal students . This is happen Because moment This generation Z which is at the stage studying in school tend not enough tough . Even Generation Z is likened to as fruit strawberry . Fruit strawberry looks very good and delicious when seen from outside , but the fruit No stand to impact and hot weather . Vulnerability this is what is needed We help and change to become strong and tough . When This Lots factor causes , and various types frequent mental disorders experienced students and adolescents , including internal factors (biological , internal targets, personality , or even genetic). As well as factors external (pattern foster , circle friendship , social media, style life , and belief) (Unicef, 2022).

Profile Pancasila students (P3) are prepared For The Independent Curriculum aims to For strengthen character nation . While P5 is A form projects implemented For achieve P3. P5 activities are implemented with involving multi- disciplinary science based contextual (Kemendikbudristek, 2020). This matter intended For fulfil need student as the preparation moment be and plunge into society . With present learning cross discipline science , then student capable and trained overcome problems that occur in the environment surrounding area with method observe , think and process until finally capable solve the problem .

The basis for implementing P5 is decision of the Ministry of Education, Culture , Research , and Technology (Kemendikbudristek) No. 56/M/2022, P5 as activity co-curricular based on activity project designed as amplifier in effort achievement competence and character in accordance with profile Pancasila students (P3). P5 becomes effort in realize Indonesian students who are able make Pancasila as ideology his country . With thus so behavior participant educate daily show and comply with the values of Pancasila.

Government prepare design implementation profile Pancasila students (P3) in form dimensions . Dimensions This lowered become elements , sub elements and achievements end every phases . There are six prepared dimensions namely : " Faithful and pious" to God Almighty one , global diversity , mutual cooperation , independence , and reasoning critical creative " (Kemendikbudristek, 2022). Project strengthening of P3 will give chance student in learn issue or themes or important thing that happened in the environment school and society . Project strengthening profile Pancasila students are categorized in themes main . To seven theme namely " style life sustainable , wisdom local , diverse single Ika , wake up body and soul , engineered and technological For build nkri , and entrepreneurship " . With the themes set in P5 are designed for students to be able to know issues that occur in society and then capable understand , solve problems that occur in oneself and the environment around in accordance with stages learning and its needs through action real .

Principle the compilation of P5 is characteristic theme project must be holistic , contextual , activities nature exploratory and student - centered (*student centered learning*) . In order for the implementation of P5 to run smoothly with Good so steps that can be taken done among others: 1) The need for compilation timetable in determine Dimensions Profile Pancasila students and determine timetable implementation projects and manage P5 theme . This is so that the settings implementation project in unit education , 2) in select General Theme , unit education determine at least 2 themes For Phase A of seven set theme Ministry of Education, Culture, Research and Technology . Election theme This will based on relevance with issues that exist in the environment students . 3) Determination specific topic under consideration its suitability with stages unit education . In this process need involving student use determine room scope issue specifics that will be designed as the project .

Project implementation profile this Pancasila student direct student become personal the expected character in accordance with Pancasila summarized in P3. Strengthening character This to front of it implemented as early as Possible for students so that created generation gold that has resilience self with quality self the best and characterful . Therefore That election themes must customized with condition from environment closest that is area and school . thing This intended for students capable understand and appreciate set theme school according to its phase .

On the implementation of P5 in schools base felt not optimal and needs to be improved need training in a way sustainable with mentoring (Rizkasari, 2023). Research result related with P5 implementation in schools show not enough optimal in implement formation tough and strong character . With thus Profile Pancasila students must more optimized in its implementation in schools to form character Pancasilaist students (Kahfi Ashabul, 2022). Moment This the problem that exists in field that is Still Not yet optimal understanding of each educator and designer in choose theme Project Strengthening Profile Pancasila Students (P5)(Kholida Qothrunnada, 2024)

Even though in one side P5 design is very important . Take advantage of the people around you. schools that have knowledge and skills related with P5 theme with method involve him as practitioner very much important and good . This is allow student to know and recognize things that happened before No understood or seen . The role of practitioners is very useful Because experience they capable

give description real for the students . With structured , good and correct design expected P5 activities can bring students on knowledge practical and contextual in accordance set theme in phase . Opportunity For understand themes important so outlook student will increase so that capable do action real customized with stages study it .

How to strengthen This make inspiration student For contribute to the environment in accordance with level his knowledge . Therefore That each school must learn from , understand about Dimensions , Elements , and Subelements Profile Pancasila students from The Independent Curriculum which has set . In calculation time project strengthening profile Pancasila students are adjusted in level class in unit education For Elementary school/Islamic elementary school students in grades 1 and 2 have 252 hours of P5 lessons in One year . The number of hours applicable For all eye lesson . Implementation of P5 can set up every Sunday or every month depends from policies and agreements at the school concerned (Kemendikbud, 2022; Kemendikbudristek, 2022; Kholida Qothrunnada, 2024). Level education school base Phase A of the design Project Strengthening Profile Pancasila students number project set up that within 1 (one) year teachings that is at least 2 (two) projects with 2 (two) themes different in SD/MI.

Project strengthening profile Pancasila students (P5) are very important implemented moment This remember change technology bring various impact for the generations young (Eka Tjipta, 2022). Election dimensions and themes in P5 project needed to consider Focusing aspect which dimension is emphasized . This is designed For make it easier observe change behavior in demand student in the practice (Hartutik, 2019)

Based on results interview short with three teachers of Marsudirini Elementary School Gedangan Semarang stated that implementation P5 project in theme " culture , change" climate , anti-radicalism , entrepreneurship , technology , and life democracy " has done on several phase . Even theme culture become project together Phase A, Phase B, and Phase C in form of cultural performance . Only just continued the teacher that theme mental health yet fully implemented remember theme the Enough heavy for teachers in the design For student .

Design theme mental health basically need sufficient knowledge complex , because mental health is also necessary based on with health physique specifically for students at school basic . Mental health becomes the necessary parts more be noticed especially health and well-being somebody in a way comprehensive . Parents and educators (teachers) play a role important For support mental health of children / students . In context education , educate with full love Darling The same with examples and role models can build strong foundation in his thoughts . With proper education can bring student For develop in skills social , emotional is very necessary For life happy , healthy and prosperous born inner .

Attitude every student in finish problem no same , there are those who tend to calm or emotional . Usually form emotions shown is with cry or angry . This is generally happens to students grade 1 and 2 of Marsudirini Elementary School Gedangan Semarang. Some student easy scared and crying especially when fall or injured . They will cry even blame his friend moment fall . Such a condition happen Because There is trend No focused on the pain he was experiencing and how overcome it . Such a situation Can happened at home or at school , even though student need Study handle with the problem Good in a way independent or with adult assistance .

From the problems above , then need held training for teachers and students in a way direct in overcome problem health self with good and right . Needs mentor about material Project Strengthening Profile Pancasila Students (P5) then very much need given training to teachers and students in a way direct about independence mental health of self .

With such conditions Saint Francis Catechetical Pastoral College (STPKat) Assisi carry out devotion to school (community) for helping teachers and students Phase A of Marsudirini Elementary School Gedangan Semarang because felt very necessary increase knowledge about health physical and mental with ways simple and independent . The independence that is meant here is ability For overcome problem afraid self and peace self to accident small as form help First . Devotion To this Community aiming give knowledge and training in apply theme mental health on Project strengthening profile Pancasila students (P5) for Marsudirini Elementary School teachers and students Gedangan Semarang is to : 1) provide knowledge about method overcoming fear , emotions self , and panic to A problems and 2) do action simple in a way independent in case help first in the accident .

Second the above purpose required as form implementation theme on project strengthening profile Pancasila students (P5) are the part that is not can separated from Independent Curriculum , in general special theme mental health . Project strengthening profile Pancasila students in general specific to the theme this mental health can done sustainable in every phase and other phases namely

phase B and phase C at the level school base especially at Marsudirini Elementary School Gedangan Semarang and schools base others . With deepening and practicing each theme in P5 then all teachers and students can to obtain knowledge , skills as well as strengthen / enhance aspect character as suitable Indonesian students with Pancasila. During the implementation of P5 is here every student expected undergoing a strengthening process character at a time give chance For Study from environment surrounding area .

Based on the above problem , then For understand , explore , and design project strengthening profile Pancasila students in phase A grades 1 and 2 on the theme mental health at the level Elementary School , then activity This will give benefit in aspect (Hartutik et al., 2023):

Aspect knowledge : aspects knowledge as one of the prerequisite For know about mental health (psychological) in students in phase A regarding overcome pain consequence accident small and simple things for help self Alone .

Aspect skills : aspects This become part also important in practice to children's mental health in face problem light when happen accident small .

External target to problem for Marsudirini Elementary School teachers Gedangan Semarang which received training theme independence health self on project strengthening profile Pancasila students (P5) are :

There is an increase knowledge gained from training independence health self project strengthening profile Pancasila students (P5) in matter understand theory and practice action real faced both teachers and student Phase A class 1 and 2.

There is action follow up and supervision after to obtain knowledge theory and practice in health mental in matter overcoming fear , calmness self and others related help first in an accident light .



Figure 1. Activities Community Service Teacher and Student Training

METHODS

Activity training independence health self for teachers and students grade 1 and 2 of Marsudirini Elementary School Gedangan Semarang is held on date May 17 2024 . In order to deepen material in a way theory and practice , then activity devotion to public This implemented with method following :

Lecture : method This delivered moment beginning meeting with system look at advance with lecture. The goal is For give knowledge beginning with explain material related independence mental health self with power point with Images Which related with cases that occur between friends and self Alone about things small like as it is fall , get hurt Because object sharp , hit fire candle , electrocuted electricity and others . And also pictures and short videos about fear and pain consequence events faced everyday in class or at home . Method lecture proven have excess Where key his success depends on the teacher and how the teacher uses and controls it in learning (Jatmiko, 2018).

Method ask answer : in stage session ask answer given opportunities for teachers and students classes 1 and 2 totaling 40 students For ask around things that have not been done understood or doubtful . With method Question and answer in a way look at advance direct This can teach the students For reduce fear and show yourself on things you want it is known tanpa There is coercion , because capable to obtain chance ask in a way deep Good in a way clear with get answer from nara source training (Sugiyono, 2017)

Method practice : method This given with the intention is for students specifically can to practice in a way direct independence in overcoming fear For overcome health on things that happen to him . Method practice also helps cooperation and increases empathy for friends (M. F Saifudin, 2018).



Figure 2. Presenter Activity PkM Mental Health Independence of Marsudirini Elementary School The Gedangan

RESULTS AND DISCUSSION

Training independence theme mental health is implemented as strengthening profile Pancasila students (P5) which was implemented responded very positively by teachers and students of Marsudirini Elementary School Gedangan Semarang Phase A class 1 and class 2. Resource person pedagogy give training theme mental health in particular How overcome fear , anxiety For change become brave and independent . This is looks in implementation project strengthening profile sufficient Pancasila students impact for students specifically phase A class 1 and 2. Conditions This in accordance with results research that shows that P5 implementation can seen in a way direct when the students get the material given as part from P5 (Kahfi Ashabul, 2022). Overcoming fear No only Because undervalued Good but also how brave disclose opinion when experience difficulties , whereas nara competent sources in the field health give material related with method overcome help first in an accident . Ability overcome problem this is what is expected to front of it can strengthen character nation (Irawati Dini, 2022).



Figure 3. Question and answer activity during Exposure Material



Figure 4. Practice and Discussion Independence Mental Health Theme

CONCLUSION

Based on description activity devotion to the school community above , then can concluded as following : *first* , giving knowledge and training in apply theme Mental health for teachers and students of Marsudirini Elementary School Gedangan Semarang is to : 1) provide knowledge about method overcome fears and emotions self and panic to A problems and 2) do action simple in a way independent in case help first in an accident Project Strengthening Profile Pancasila students become A input positive for all teachers in Indonesia in apply Independent Curriculum . Although some teachers have not all in all Correct design Project Strengthening Profile Pancasila Students . *Second* , topic , purpose project , contextual , and plan action become One holistic unity in carry out project Strengthening Profile Pancasila Students .

In frame implement Independent Curriculum , Universities are Expected can involved For guide and assist unit education in understand dimensions Profile Pancasila students and in to design Project Strengthening Profile Pancasila students are designed in time upcoming .

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