

Assessment Analysis on P5 Project Based on Local Wisdom in D Phase at MTs Nurul Ilmi Salimpat

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ABSTRACT

This study aims to determine the purpose of the assessment itself and its impact on students participating in P5 activities outlined in the current new curriculum, with the theme of local wisdom. The development of this activity program is based on project learning. The study involved grade VII at MTS Nurul Ilmi Salimpat in the 2023-2024 academic year. The method used in this study is a qualitative approach with exploratory studies, primary data, and supporting data. The primary data comes from interviews, observations, and documentation studies during the implementation of the activity, while supporting data is obtained from the school curriculum and components determined by the independent curriculum. The findings of the research are then analyzed and presented descriptively and documented. The results of the study show the purpose of the P5 activity assessment, which can provide new values for students and teachers. Students can also understand that this is their own culture, their duty to preserve local wisdom (kembang Loyang and pinyaram).

Keywords: Assessment, Program P5, Local Wisdom.

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INTRODUCTION

At the initiative of the current Minister of Education, a new curriculum, known as the "Merdeka Curriculum," has begun to be implemented in various educational institutions. The curriculum is designed to accommodate student development so that the Pancasila spirit is deeply rooted in them (Konferensi & Dasar, 2023). This curriculum prioritizes the development of a Pancasila-based student profile. The "Merdeka Curriculum" is not immediately introduced in every educational institution, but rather gradually. This means that the curriculum is not immediately mandated nationally. The curriculum is competency-based, not content-based (Kurniawaty & Faiz, 2022).

The Pancasila Student Profile Strengthening Project is a project-based curricular activity designed to strengthen efforts to achieve competencies and character in accordance with the Pancasila student profile, which is compiled based on graduation

competency standards. P5 activities are carried out flexibly in terms of content, activities, and implementation time. P5 is designed separately from intracurricular activities. The objectives, content, and activities of the project do not have to be related to the intracurricular objectives and themes (Satria et al., 2022). The main characteristic of implementing an independent curriculum is project-based learning, which aims to develop soft skills and build a Pancasila student character profile. Project-based learning is a learning model that emphasizes projects or activities as the core of learning. During the learning process, students can conduct investigations, evaluations, interpretations, and synthesize. The advantages of the project-based learning model are very important and beneficial for students, however, the project-based learning model is rarely used by teachers because it requires considerable preparation and is time-consuming to implement (Dewi, 2022).

The Pancasila strengthening project, known as P5, is a project activity that schools must carry out for their students as part of the implementation of the independent curriculum. This aims to explore all the competencies possessed by each student more broadly. Strengthening includes: 1) Student unity in the daily learning process both inside and outside the classroom, 2) Designed for successful learning and evaluation processes, 3) Using various methods to illustrate character and various sources, 4) Thematic, 5) Educational function, and 6) Systematic, integrated into the school program by involving all stakeholders, stakeholders, school leaders, and parents. 7) Sustainability is a continuous and constantly evolving learning (Wiratmaja et al., 2021). P5 activities, as explained, help develop students' personalities and skills during learning. To achieve this goal, character building is necessary and mandatory for students (Merdeka, 2022). The theme of the P5 project was previously researched by Widya in (Konferensi & Dasar, 2023) with the aim of observing the enthusiasm for implementing educational tools with an entrepreneurial theme. The novel contribution of this article compared to previous research is the theme of local wisdom. This is important because students play a strong role in preserving their regional cuisine, especially the traditional Minang dishes of kembang loyang and pinyaram.

METHOD

In evaluating this activity program, the researcher used a descriptive qualitative approach covering the research proposal, process, and hypothesis. Fieldwork was

conducted to obtain relevant information, analyze the information obtained, and then draw information in the form of an annumeric and descriptive (Safitri et al., 2022). All teachers in the seventh grade class and the school principal were selected as research subjects. The information was then collected by the researcher, consisting of discussions, observations, documentation of P5 activities, and the results of literature studies from various scientific journals that were in accordance with the research study. This study also used a website method (accessing internet pages) to search for websites/sites containing a lot of data and study information, namely research journal sites related to the long maulud local wisdom. The information collection itself was carried out at MTS Nurul Ilmi Salimpat. The implementation of the activity involved two classes, namely classes VII A and VII B. Guidance materials were also provided by the MTS supervisor in Solok Regency, both face-to-face and through the independent curriculum platform. The presence of researchers, informants or collaborators who help implement the P5 program activities is to collect data from research results during the preparation until the implementation of activities to make traditional Minang regional dishes.

RESULTS AND DISCUSSION

Based on interviews with the principal and teachers, MTS Nurul Ilmi Salimpat has begun implementing the new curriculum in stages this school year, starting with two classes of Grade VII, with VIII and IX starting the following year. The researcher's priority theme is local wisdom (traditional regional dishes such as Kembang Loyang and Pinyaram).

Students in groups are guided by a teacher and given presentations on theme determination, project planning, and cooking the Loyang and Pinyaram flowers, which will become the products produced by the students. There are two classes participating.

The implementation of P5 activities at MTS Nurul Ilmi Salimpat. Seventh-grade students were asked to bring cooking equipment, including a stove, frying pan, gas stove, and molds, to make kembang loyang (a type of cake made from a loyang). The students agreed to contribute to the ingredients, while the teachers would purchase and source the necessary ingredients.

During the process, the teacher helps make the dough and explains the measurements. She also demonstrates how to use the flower molds. Afterward, the students continue the activity until completion. The pinyaram-making process is similar to the flower molds, with the teacher assisting with the preparation of the equipment, ingredients, and dough before handing them over to the students.

The purpose of this P5 activity aligns with the theme of local wisdom (traditional dishes such as kembang loyang and pinyaram). It aims to introduce regional cuisine to the nation's younger generation, to preserve traditions and preserve local wisdom, and to enable students to learn and understand how to become entrepreneurs. Students are also expected to be able to create something that benefits them and contributes to their well-being.

Zulfadhli Alfa stated that the goal of the independence curriculum is to create a generation that is able to know themselves completely and can develop their interests into expertise, "creating new habibi-habibi and making Indonesia an independent country without importing goods from other countries. Through this P5 activity, it is one of the implementations of the goals of the independence curriculum. Students are required to understand all aspects starting from planning, implementation and results of local wisdom (traditional cuisine kembang Loyang and pinyaram), such as from the ingredients that come from wheat flour and also rice flour, here students must know where the flour comes from, what content is in the flour and what benefits are in the flour.

The assessment used in the P5 local earifan activity (traditional cuisine of kembang Loyang and pinyaram) is the Cognitive Diagnostic Assessment. Cognitive diagnostic assessment aims to diagnose students' basic abilities in a subject topic. Cognitive diagnostic assessment can be carried out routinely, called periodic cognitive diagnostic assessment, at the beginning of learning, at the end after the teacher has finished explaining and discussing the topic, and at other times. Diagnostic Assessment can be a Formative Assessment or a Summative Assessment. The stages of carrying out a cognitive diagnostic assessment are: 1. Preparation 2. Implementation 3. Diagnosis and Follow-up. Example: Cognitive Diagnostic Assessment Follow-up Activities 1. Process the assessment results Make an assessment with the categories "Complete understanding", "Partial understanding", and "Do not understand" Calculate the class average, 2. Divide students into three groups: Students with class average scores will follow learning with ATP according to their phase, Students with scores below average will follow learning with assistance on competencies that have not been met, Students with scores above average will follow learning with enrichment, 3. Conduct an assessment of learning on topics that have been taught before starting a new learning topic, to adjust learning according to the average ability of students, 4. Repeat this diagnostic process by conducting formative assessments (with varied forms and strategies), until students reach the expected level of competency.

Why should there be a project? Educators and education practitioners around the world are beginning to realize that learning things outside the classroom can help students understand that learning in educational units is related to everyday life. Project activities are an investigative adventure with teacher guidance on something that interests them and students will experience the process of finding out. Project activities are expected to

inspire students to contribute to their surroundings. Cross-disciplinary projects in the Independent Curriculum in madrasas with a contextual project approach and based on community needs or problems within the educational unit environment based on the values of Pancasila and the values of rahmatan lil lalamin. P5 is one option to develop a moderate religious concept to maintain Indonesian diversity without having to uproot existing traditions and cultures.

RUBRIK LEMBAR INSTRUMEN PERKEMBANGAN FASE

Judul Proyek :
Nama Siswa :
Kelas / Fase :
No. Absen :

A. PROFIL PELAJAR PANCASILA	MB	B	BSH	SAB
<u>Beriman, bertaqwa kepada Tuhan YME dan berakhlak mulia</u>				
1. Akhlak terhadap Alam Mewujudkan rasa syukur dengan berinisiatif untuk menyelesaikan permasalahan lingkungan alam sekitarnya dengan mengajukan alternatif solusi dan mulai menerapkan solusi tersebut.				
Kreatif				
2. Menghasilkan karya dan tindakan yang orisinal Meneksplorasi dan mengekspresikan pikiran dan/atau perasaannya dalam bentuk karya dan/atau tindakan, serta mengevaluasinya dan mempertimbangkan dampak dan risikonya bagi diri dan lingkungannya dengan menggunakan berbagai perspektif.				
B. PROFIL PELAJAR RAHMATAN LIL ALAMIN				
<u>Berkeadaban (Ta'addub)</u>				
1. Keshalehan Sosial Mengaktualisasikan sikap sopan, menghargai, dan menghormati yang lebih tua, serta menyayangi yang lebih muda sesuai dengan nilai, hak, dan prinsip dalam peraturan serta adab yang berlaku di lingkungan madrasah, masyarakat, negara, dan dunia.				
<u>Dinamis dan inovatif (Tathawwur wa Ibtikâr)</u>				
2. Kreatif, inovatif Mampu mengekspresikan, ide serta mengembangkan gagasan baru dalam bentuk lisan, tulisan, dan karya lainnya yang dipublikasikan sehingga bisa diakses dan dimanfaatkan orang lain				

CONTOH RAPOR

Nama Madrasah :
 Nama Siswa :
 Kelas :
 Semester :

DIMENSI P5PPRA	NILAI	DESKRIPSI CAPAIAN
Projek 1:		
Beriman, bertakwa kepada Tuhan YME dan berakhlak mulia	BSH	Ananda (Ali) Berkembang Sesuai Harapan dalam mewujudkan rasa syukur dengan berinisiatif untuk menyelesaikan permasalahan lingkungan alam sekitarnya dengan mengajukan alternatif solusi dan mulai menerapkan solusi tersebut.
Kreatif	B	Ananda (Ali) Berkembang dalam mengeksplorasi dan mengekspresikan pikiran dan/atau perasaannya dalam bentuk karya dan/atau tindakan, serta mengevaluasinya dan mempertimbangkan dampak dan risikonya bagi diri dan lingkungannya dengan menggunakan berbagai perspektif.
Berkeadaban (Ta'addub)	SB	Ananda (Ali) Sangat Berkembang dalam mengaktualisasikan sikap sopan, menghargai, dan menghormati yang lebih tua, serta menyayangi yang lebih muda sesuai dengan nilai, hak, dan prinsip dalam peraturan serta adab yang berlaku di lingkungan madrasah, masyarakat, negara, dan dunia.
Dinamis dan inovatif (Tathawwur wa Ibtikâr)	B	Ananda (Ali) Berkembang dalam mampu mengekspresikan, ide serta mengembangkan gagasan baru dalam bentuk lisan, tulisan, dan karya lainnya yang dipublikasikan sehingga bisa diakses dan dimanfaatkan orang lain

DISCUSSION

Pancasila has been the foundation of Indonesian history throughout history. Strengthening character education can take place within families, schools, and communities. Therefore, mechanisms or character-building initiatives are needed, including outreach, enhanced learning, and various competitions to realize the profile of

Pancasila students (Ismail et al., 2021). The Pancasila student profile strengthening project offers students the opportunity to "experience knowledge" as part of the character-building process, as well as the opportunity to learn from those around them (Penciptaan et al., 2022).

One of the characteristics of the interdisciplinary project of madrasah science is the addition of the *Rahmatan lil Alamin* value in P5. The *Rahmatan lil Alamin* value is the principles of attitude and perspective in practicing religion so that the pattern of religiosity in the context of the nation and state runs properly so that the public good is maintained along with the protection of humanity in religion. The *Rahmatan lil Alamin* Student Profile Project which is integrated in the Pancasila Student Profile aims to ensure that the religious practices of madrasah graduates are moderate (*tawassut*). The Pancasila Student Profile and the *Rahmatan lil Alamin* Student Profile, hereinafter referred to as the student profile, aim to realize a world order full of peace and compassion. The student profile always invites to realize peace, happiness, and safety both in this world and the hereafter for all groups of humanity, even the entire universe.

The findings of previous research (Vanisha, 2022) showed that the implementation of P5, even though it was carried out through a blended learning method, students were able to apply the dimensions of the Pancasila student profile contained in the theme project module (Local Wisdom). In this activity, it is expected that students are able to apply Pancasila values in any activity. There were obstacles in the implementation of P5, namely the use of methods that did not go according to plan and some activities that made it impossible for teachers to directly monitor the activities. The project to strengthen the Pancasila student profile aims, among others, to determine self-confidence in students (Rizal et al., 2022). This is a study with findings that show that cultural diversity in the environment has an impact on a learning process to build self-confidence. Then, in the study of Lubaba & Meilin 2022, it stated that teacher strategies have an influence on the implementation of P5, including: differentiated learning, learning with projects and habituation (Lubaba & Alfiansyah, 2022). Similarly, research by Novita Nur 'Inayah (2021) reveals that the independent curriculum, based on the Pancasila student profile, focuses on developing student character and improving the learning process in the areas of knowledge, attitudes, and skills. In its implementation, the curriculum encompasses six aspects. These aspects include faith and piety, noble character, diversity,

mutual cooperation, independence, critical thinking, and creativity. Therefore, whether we realize it or not, the formation of the Indonesian nation's character is greatly influenced by the cultural values and local customs prevailing in each region. The beliefs embedded in the customs and beliefs of their ancestors can serve as a means of instilling values in each individual within the community. This then becomes a very distinctive personality, character, behavior, habits, and attitudes towards their social life, rooted in the local wisdom that grows around them. (Affandy, 2019). However, the limitations of this research and the implications of this article for scientific development are still very minimal, so that it can be continued by the next generation of researchers.

CONCLUSION

The conclusion of this study is that P5 activities can be carried out at MTS Nurul Ilmi Salimpat, although relatively new in the implementation of the independent curriculum, but it can be a new value for students and teachers and also students can know this is their own culture, their task is to preserve local wisdom (kembang Loyang and pinyaram). But once again how good the curriculum will not work well without the cooperation of various implementing experts, for what purpose can this P5 program offer primary learning to students.

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