



Implementation of the independent curriculum and its relationship to the understanding of mathematical concepts in data presentation materials through P5

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Abstract. *This study aims to describe the implementation of the Pancasila Student Profile Strengthening Project (P5) with the theme of democratic voices and its relationship with mathematical concept understanding in data presentation material. A descriptive qualitative study was conducted on 11 seventh-grade students at SMPS Nasional Amanah Bangsa. Data collection techniques were carried out using observation, interviews, tests, and documentation. Data analysis was carried out through the stages of data reduction, data presentation, conclusion drawing, or verification. The results showed that the implementation of the independent curriculum in the form of a Pancasila student profile strengthening project was carried out systematically, starting from diagnostic assessment activities, project introduction, open discussions, selection of student council candidates, campaigns, debates, general elections, student council inauguration, final product creation, reflection, and follow-up. The P5 activity with the theme of democratic voice that has been implemented is related to the understanding of mathematical concepts in data presentation material. The P5-based learning model is an innovation that can make students active, enthusiastic, courageous, focused, and independent, so it is closely related to students' understanding of mathematical concepts.*

Keywords: *Independent Curriculum; Pancasila Student Profile Strengthening Project; Voice of Democracy; Mathematical Concept Understanding; Data Presentation*

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Introduction

A curriculum is an arrangement in the form of an educational plan developed to serve as a guideline in the implementation of learning activities (Chamisijatin & Permana, 2020; Su & Zhong, 2022). The curriculum in Indonesia often undergoes policy changes. This is because curriculum changes are made to adapt to the times and issues in Indonesia (Mahfud, 2019; Suprpto et al., 2021). Education policies related to the curriculum are a sensitive issue that is always discussed because the curriculum is always designed to improve on the previous curriculum. Curricula that have been implemented in Indonesia include the 2006 curriculum, the 2013 curriculum, and the latest is the independent curriculum (Santoso & Murod, 2021).

Each curriculum has a different framework. The independent curriculum focuses on the essence of the material and the process of character development based on the Pancasila student

profile (Rahayu et al., 2022). The independent curriculum has a term called independent learning, which in concept provides freedom of learning and focuses entirely on students (Cholilah et al., 2023). The principles of the independent curriculum are: 1) The principle of simplicity so that the curriculum is easy to implement and understand; 2) The principle of focusing on the character and competencies of students; 3) The principle of flexibility so that educational units can adjust its use; 4) The principle of harmony between the curriculum, learning process, and assessment; and 5) The principle of mutual cooperation, which involves various institutions in its design (Fitriyah & Wardani, 2022). In more detail, the independent curriculum develops six Pancasila student profiles, including: 1) Faithful, devoted to God, and noble in character; 2) Globally diverse; 3) Mutual cooperation; 4) Independent; 5) Critical thinking; and 6) Creative (Kemendikbud, 2021). In the 2022/2023 academic year, the independent curriculum (kurmer) will begin to be implemented with the hope of providing adaptive and project-oriented learning. The implementation of the independent curriculum has created a project to strengthen the Pancasila student profile in accordance with the themes set by the government (Anggraini et al., 2022).

The Pancasila student profile is realized in the form of everyday school culture through the Pancasila student profile strengthening project (P5) (Mery et al., 2022). P5 is designed as a cross-curricular project that combines various disciplines within a theme (Fadillah et al., 2022). The implementation process uses a project-based learning model carried out in collaboration with teachers from different subjects. The steps in implementing P5 are to explore the concept of P5, determine the P5 theme to be selected, prepare the school community and environment, design the P5 project, implement P5, prepare a P5 report, and finally evaluate and follow up on P5 (Kemendikbudristekdikti, 2022a).

The Pancasila student profile strengthening project has various themes that can be chosen, but they must be in line with the culture, conditions, and issues in the students' environment (Safitri et al., 2022). The voice of democracy is one of the P5 themes that can be implemented in phase D, namely at the junior high school (SMP) level. The voice of democracy is a theme that represents the implementation of democracy in the school ecosystem and how democracy is interpreted (Kemendikbudristekdikti, 2022b). The contextualization of the voice of democracy chosen by SMPS Nasional Amanah Bangsa is the election of the chair, vice chair, and members of the intra-school student organization (OSIS). This is an application of statistics material.

Statistics is one of the interdisciplinary subjects that can be incorporated into the election process (Abdullah et al., 2017). Data collection and data presentation are part of descriptive statistics (Mamondol, 2021). The democracy voice project includes mathematics learning activities so that the project to strengthen the Pancasila student profile with the theme of independent voice can support the achievement of mathematical concept understanding competencies in mathematics learning.

Research related to the profile of Pancasila students has been conducted by Simarmata et al. (2022), Winarsih (2022), and Ernawati & Rahmawati (2022). Research by Simarmata et al. (2022) shows that students' speaking skills have improved and are now in the good category, while the factors influencing this are internal and external factors, and one solution to improve speaking skills is to use interesting learning media. Research by Winarsih (2022) shows that during the implementation of the Pancasila student profile strengthening program, 95% of students already possessed characteristics in line with the Pancasila student profile that teachers had applied during the learning process. Meanwhile, research by Ernawati & Rahmawati (2022) shows that the element of critical thinking is included in the numeracy literacy teaching module, learning activities, and work instructions. Based on several previous studies, there has been no research focusing on mathematical aspects, particularly on mathematical concept understanding.

Mathematical concept understanding is the ability of students to understand and interpret mathematical ideas based on knowledge that they have built themselves and expressed using their own language (Gusmira & Nasution, 2022). Conceptual understanding is important in enabling students to more easily accept lesson material (Hernaeny et al., 2021). If students have difficulty understanding learning concepts, they will have difficulty solving problems. The level of students' mathematical comprehension can be measured using tests in the form of questions (Nurfajriyanti & Pradipta, 2021).

Data presentation material was chosen because previous research found that students experienced learning difficulties. The types of difficulties in data presentation material were difficulties in understanding concepts and difficulties in calculation operations (Pratama et al., 2023). Another study mentioned that students' conceptual understanding of statistics material was only 62% due to epistemological barriers (Dewanti & Komala, 2023). Based on previous research, it is hoped that the learning model using the Pancasila student profile strengthening project can overcome difficulties in understanding mathematical concepts in data presentation material.

Based on the Pancasila student profile strengthening project design, this study describes the implementation of the Pancasila student profile strengthening project with the theme of democratic voice and its relationship to students' mathematical concept understanding in data presentation material.

Method

This qualitative descriptive study describes students' understanding of data presentation material through the Pancasila student profile strengthening project. The research subjects consisted of 11 seventh-grade students at SMPS Nasional Amanah Bangsa. The data collection techniques in this study used observation, interviews, and tests. Observing the students' activities during the Pancasila student profile strengthening project was carried out through observation activities, the results of which were recorded on an observation sheet instrument. Tests and

interviews were conducted after the OSIS election vote counting activity using test instruments in the form of LKPD concept comprehension questions and interview guidelines. Data analysis was carried out in three stages, namely data reduction, data presentation, and conclusion/verification.

Indicators of student activity during the implementation of P5 include: 1) Playing an active role during the implementation of P5; 2) Having high enthusiasm during the implementation of P5; 3) Focusing on observing the teacher during the implementation of P5; 4) Daring to express opinions during the implementation of P5; 5) Being enthusiastic about completing tasks from the teacher as a facilitator; and 6) Completing the LKPD data presentation independently. Meanwhile, the indicators for the worksheet questions include: 1) Describing the results of the vote; 2) Writing the data presentation in a tally table; 3) Illustrating the data presentation in a bar chart; and 4) Illustrating the data presentation in a line chart. The following is the worksheet used by students.

Number	Column	Total
Candidate pair number 1		
Pair of serial number 2		
Pair number 3		

Results and Discussion

The theme of the project to strengthen the Pancasila student profile was carried out in line with the priority issues at SMPS Nasional Amanah Bangsa. This research took up the theme of democratic voice with the name democracy, the right to a dignified life as the project title. The dimensions of the Pancasila student profile that were focused on were global diversity and critical thinking. Through this project, students are expected to practice their decision-making, opinion-

voicing, and difference-dealing skills. There are various activities designed to make students aware of their rights and freedom of expression. The activities carried out in this project include: diagnostic assessment, project introduction, open discussion on democracy, selection of student council candidates, campaigning for the vision and mission of the student council chair and vice chair candidates, student council debate, voting, vote counting, presentation of vote counting results, inauguration of the student council, creation of final products, reflection, and follow-up.

Table 1. Series of P5 activities on the theme of democratic voices at SMPS Nasional Amanah Bangsa

No	Activity	Description
	Diagnostic assessment	Students complete a diagnostic assessment so that teachers, as facilitators, can determine students' basic abilities and initial conditions.
2	Project introduction	Teachers explain the series of project activities that will be carried out within a certain period of time.
3	Open discussion	The teacher presents material related to democracy and leadership, followed by an open discussion.
4	OSIS candidate selection	Selection of student council candidates for seventh and eighth grade students who are interested in joining the organization. All students who register for the student council undergo a three-stage selection process, including document screening, written tests, and interviews.
5	Campaign and debate	Campaigns and debates for pairs of student council president/vice president candidates, witnessed by the entire school community.
6	General election	General elections consist of voting, vote counting, and data presentation. In this activity, mathematics learning is integrated into the Pancasila student profile strengthening project.
7	Inauguration of the student council	The inauguration of the OSIS board is held as a form of appointment and handover of positions from the previous OSIS board.
8	Final product creation	The final product is a report on the implementation of the project to strengthen the Pancasila student profile by the students.
9	Reflection and follow-up	In the final activity, students are asked to reflect on the entire process they have undergone and prepare follow-up actions within the school culture or their daily lives.

Observation results

Observations were conducted during the implementation of the Pancasila student strengthening project. All students were required to participate in the entire series of activities. The observation results showed that students were more active and enthusiastic in mathematics learning, especially in the activity of presenting the results of vote counting. The project was carried out by conducting a demonstration of general elections as in real life. Many students were interested in democratic activities in school.

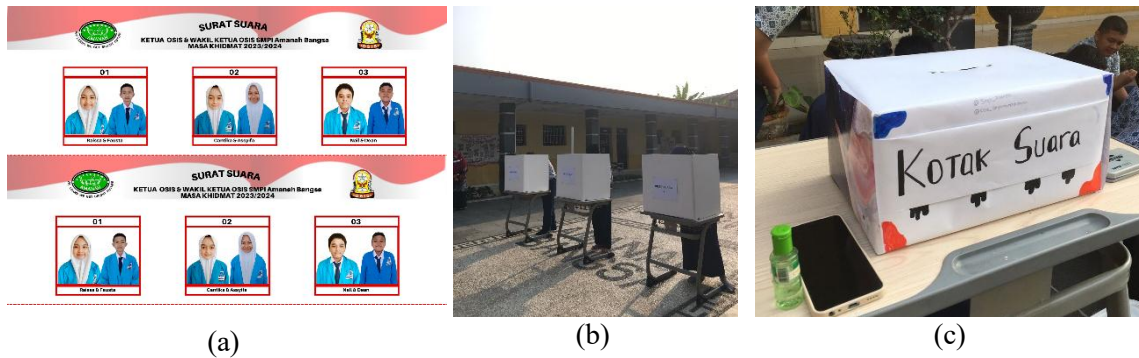


Figure 1 . (a) ballot papers; (b) voting; (c) ballot box

The results of observations obtained during the Pancasila strengthening project process were as follows: 90.90% of students played an active role during the P5 activities; 90.90% of students were highly enthusiastic during the P5 activities; 81.81% of students focused on the teacher's explanations and dared to voice their opinions; 100.00% of students completed the tasks given by the teacher, and 90.90% of students were able to present data independently. Based on these results, the mathematics learning process, namely data presentation, was successfully supported by the Pancasila student profile strengthening project.

Written test and interview results



Figure 2 . OSIS election vote counting

Activities carried out with the theme of independent voices in the Pancasila student profile strengthening project are expected to shape students with the dimensions of the Pancasila student profile. In the sixth activity, namely voting, there was a mathematics learning activity in the vote counting process. The vote counting was carried out by the teacher together with the students. The voting results were presented in the form of a tally, just like in general elections.

Students were asked to complete a worksheet in the form of data presentation in descriptions, bar charts, bar graphs, and line graphs based on the results of the student council vote conducted by the entire school community. Students individually worked on presenting the data, and the teacher, as a facilitator, observed the students' work. The results of the written test showed

that all students achieved satisfactory scores with an average score of 88.36. This reinforced the observation results, which stated that students were active, enthusiastic, focused, and able to complete tasks during the series of P5 activities (), including activities integrated with mathematics.

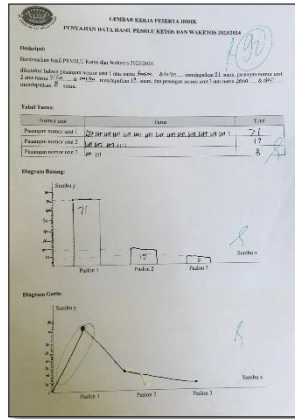


Figure 3. Student LKPD Results

The following is an excerpt from an interview with a student:

- P: What are your findings based on the election of the OSIS president and vice president for the 2023/2024 academic year?
- S: It is known that the pair with number 1, Fausta and Raisa, received 71 votes, the pair with number 2, Syifa and Cantika, received 19 votes, and the pair with number 3, Dean and Nail, received 8 votes. Therefore, it can be concluded that the winners are Fausta and Raissa.
- P: How do you present data in bar graph form?
- S: I counted the votes using the bar chart rule, where each line counts as one and each group of lines counts as five.
- P: How do you draw data presentation in the form of a bar chart?
- S: A bar chart has two axes: the x-axis and the y-axis. The x-axis describes the pairs of numbers, while the y-axis shows the total number of votes. I can draw bars according to the total number of votes for each pair.
- P: How do you draw data presentation in the form of a line chart?
- S: Similar to a bar chart, a line chart is drawn using two axes. The first step is to determine the location of the points according to the number of votes for each pair, then connect the points to form a line.
- P: Do you understand the material on data presentation?
- S: Yes, I understand.

The interview results show that with this project, students can understand the data presentation material more smoothly. Compared to before this project, which used books as learning media, the students' learning achievement only reached an average of 74.28. Several activities that strengthened the students' understanding were when they began to conduct general elections, which were necessary to collect data and apply data presentation in accordance with the actual experience of the data presentation worksheets () in the form of tally marks. The LKPD given to students aims to deepen their understanding of data presentation in the form of descriptions, bar charts, bar graphs, and line graphs. Students' understanding improved because they experienced real-life situations.

Discussion

The independent curriculum offers a form of mathematics learning approach that is close to the minds and daily lives of students. The independent curriculum replaces learning methods that can be implemented in the classroom or outside the classroom around the school environment (Yusuf & Arfinansyah, 2021). This is in line with the implementation of P5 in the study, where the learning process was carried out in the classroom and outside the classroom. The independent curriculum focuses on essential material, which is designed to be more enjoyable in its implementation. In this study, the essential material was presented in the form of data integrated into projects. The project to strengthen the Pancasila student profile was designed to encourage a generation that would be capable of providing peace, happiness, and safety. Thus, the project to strengthen the Pancasila student profile could be implemented well and accepted by the students.

The success of P5 activities is due to the cooperation of all parties involved, namely teachers, students, and the surrounding community. The implementation of P5 in this study was supported by P5 facilitators, school principals, teachers, educators, school staff, parents, and students. Thus, it can be said that P5 was successfully implemented thanks to the involvement of all parties. P5 activities not only shape the character of students but can also be used to provide integrated subject reinforcement for understanding material related to (Fadillah et al., 2022). The mathematics subject, namely data presentation in this study, was proven to be related to students' understanding of concepts. In addition, the character of students was formed in accordance with the dimensions taken, namely global diversity and critical thinking. In its implementation, students are taught to interact across cultures, understand social justice, analyze information, and learn to convey ideas. P5 is considered lifelong learning that instills character, competence, and Pancasila values.

The independent curriculum provides many learning opportunities for students and teachers. During the implementation of the Pancasila student profile strengthening project, it was observed that the learning atmosphere was more comfortable and peaceful. Teachers and students were able to discuss topics in a relaxed manner. Learning outside the classroom can build students' courage, competence, manners, and confidence (Rahayu et al., 2022). This was evident during the P5 implementation process, where students were able to actively participate, be enthusiastic, courageous, focused, and independent. P5 with the theme of the voice of democracy can increase student motivation in implementing Pancasila values (Nurjanah et al., 2022). By applying project-based interactive learning, students are given the opportunity to actively explore factual issues related to the theme of the project to strengthen the Pancasila student profile (P5). The application of the learning model can be carried out as an effort to improve students' conceptual understanding. Mathematics teachers are able to innovate mathematics learning models with projects to strengthen the Pancasila student profile. Students' literacy and numeracy can improve if teachers are good at

innovating in mathematics learning (Sujadi, 2022) .

Understanding mathematical concepts is one of the competencies that needs to be mastered (Luritawaty, 2018) . Understanding prerequisite material before moving on to the next material is a requirement for students' understanding of mathematical concepts (Brinus et al., 2019) . The ability to understand concepts in a subject is an important foundation for students to be able to achieve other cognitive abilities (Cahani et al., 2021) . Through understanding concepts, it is hoped that students will be able to understand concepts and be able to solve problems based on the application of these concepts. In its implementation, the integration of data presentation material is a basic concept required for statistics.

The expected final achievement in mathematics learning is that students are able to understand the essential concepts of mathematics comprehensively. The results of the analysis show that students' understanding of data presentation material has increased compared to before the implementation of the Pancasila student profile strengthening project. This is reinforced by et al. (2019); Komarudin et al. (2020); and Novianti & Sutiarso (2018) , which prove that project-based learning is related to students' understanding of concepts.

Conclusion

The implementation of the independent curriculum in educational units, namely the project to strengthen the Pancasila student profile, is aimed at building the Pancasila student profile. The independent curriculum designs contextual mathematics learning activities in the form of projects. This makes learning more enjoyable and easier to understand. The voice of democracy was chosen with the aim of instilling democratic values in schools as communities that can build awareness of the importance of democracy. Teachers prepared projects with the theme of the voice of democracy so that students could play a more active role and achieve the learning objectives of the integrated material. The implementation of the independent curriculum in the form of projects to strengthen the Pancasila student profile can be carried out systematically in accordance with the activity design. The results of the study prove that the series of activities are closely related to the students' ability to understand mathematical concepts in data presentation material.

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