

Education Policy in Indonesia: Elementary School Readiness through the Organisasi Penggerak Program to Realize the Vision of the Pancasila Student Profile in the Era of Society 5.0

Aloysius Hardoko¹, Makrina Tindangen² and Fransiskus Hendy Tri Harsanto³

Abstract

The Society 5.0 era is marked by society solving all social activities and challenges through various innovations created in the era of the Industrial Revolution 4.0. This research aims to describe elementary school readiness as a form of preparation of Indonesian human resources in implementing the Pancasila student profile policy, which aligns with the competencies of the Society 5.0 era. The research method uses descriptive quantitative. Quantitative through instruments, samples, and data analysis, while descriptive provides meaning in the form of descriptions to explain the results of data analysis displayed in the table. This research involved 80 participants representing 20 public and private schools. Each school has 4 representatives consisting of one principal and three teachers. The research results show increased understanding and performance during and after the workshop program. These results were obtained because the workshop implemented an independent approach to andragogy learning. The results of this research show that the schools participating in the workshop are ready to facilitate the Pancasila student profile as a competency in the era of Society 5.0. This research is subsequently beneficial for education stakeholders. This research also has novelty in terms of research subjects and objects as well as instruments to measure school readiness in facilitating students to achieve the six dimensions of the Pancasila student profile so that they have competence for the era of society 5.0.

Keywords: Readiness, Elementary School, Andragogy, Education Policy, Era Society 5.0.

INTRODUCTION

Currently, all nations in the world are active in the Society 5.0 Era. This era is a concept of society that can solve all social challenges and problems that occur in society by utilizing various innovations created in the era of the Industrial Revolution 4.0 (Yamada, 2023). As a country, Indonesia requires adjustments to be able to collaborate with other countries in the world. This collaboration takes the form of joint activities and active participation by fulfilling the quality of human resources needed in this era.

One form of adjustment to the Indonesian state arranged by President Joko Widodo's government to fulfill the quality of human resources in the field of education namely through educational policies contained in the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) regulation No. 22 of 2020 concerning the Kemendikbudristek strategic plan or *renstra* in 2020 - 2024, the policy of the Organization Mover or *Organisasi Penggerak* Program (POP) contained in the 4th Episode of Independent Learning or *Merdeka Belajar* that was launched in March 2020 and Kemendikbudristek *Merdeka Belajar* contains in Kemendikbudristek regulation (Permendikbudristek) No. 262/M/2022 (Ministry of Education, Culture, Research, and Technology, 2022a).

The Kemendikbudristek's vision as stated in the 2020 - 2024 *renstra*, emphasizes that it is a ministry that has the mandate to control human resource development through joint efforts with all the nation's stakeholders to improve the quality of education and advance culture. The Kemendikbudristek determines the ministry's vision based on performance achievements, potential, and problems, the President's vision in the 2020-2024 National Medium-Term Development Plan (RPJMN), and Indonesia's vision in 2045. The Kemendikbudristek's vision 2020-2024 is: The Kemendikbudristek supports the President's vision and mission to realize an advanced Indonesia sovereign, independent, and personable through the creation of *Pancasila* students who have critical

¹ Faculty of Teacher Training and Education at Mulawarman University, Samarinda, Indonesia

² Faculty of Teacher Training and Education at Mulawarman University, Samarinda, Indonesia

³ College of Business, Government and Law at Flinders University, South Australia, Australia. E-mail: harsantotri95@gmail.com

reasoning, are creative, independent, have faith and are devoted to God Almighty, have a noble character, cooperative and have global diversity.

The vision above describes Kemendikbudristek's commitment to supporting the realization of the President's vision and mission by carrying out their duties and authority consistently, responsibly, and reliably, by prioritizing professionalism and integrity. Therefore, formulating policies and implementing development in the fields of education, research culture, and technology will prioritize innovation to achieve progress and independence for Indonesia (Mustaji & Saroinsong, 2022). Following the nation's personality that is based on 'mutual assistance' or *gotong royong*, Kemendikbudristek and all stakeholders in education, culture, research, and technology work together to advance the nation's education and culture under the President's vision and mission.

Kemendikbudristek's *Merdeka Belajar* policy No. 262/M/ of 2022 is a step to transform education to create excellent human resources, namely that Indonesia has the *Profil Pelajar Pancasila* or *Pancasila* Student Profile. In detail, Permendikbudristek No. 262/M/2022 contains guidelines for implementing the curriculum in the context of learning recovery, the inclusion of the structure of the independent curriculum or *kurikulum merdeka*, rules related to learning and assessment, projects to strengthen the *Pancasila* Student Profile and teacher workload (Ministry of Education, Culture, Research, and Technology, 2022a). Education units can implement the *kurikulum merdeka* in stages according to their respective readiness.

The definition of the *Pancasila* Student Profile is several characteristics and competencies that students are expected to achieve that are based on the noble values of *Pancasila*. The *Pancasila* Student Profile has 6 dimensions, namely faith and devotion to God Almighty and noble character, global diversity, independence, *gotong royong*, critical reasoning, and creativity (Directorate of Elementary Schools, 2020). One of the materials in the *kurikulum merdeka* is the project to strengthen the *Pancasila* Student Profile which was induced through Permendikbudristek. Induction is intended to be carried out in each educational unit to further strengthen the achievement of the *Pancasila* Student Profile.

Implementation of the project to strengthen the profile of *Pancasila* students in each educational unit through cross-subject activities and activities in each subject in curricular and co-curricular. The use of the *Pancasila* Student Profile is to translate the vision of education into a format that is more easily understood by all education stakeholders, to become a compass for Indonesian educators and students, and to become the ultimate goal of all learning, programs, and activities in educational units (Sinaga & Marpaung, 2022).

The following is a description of the 6 dimensions of the *Pancasila* Student Profile as stated in Permendikbudristek as follows (Ministry of Education, Culture, Research, and Technology, 2022b):

The first dimension is **faithful, devotion to God Almighty, and noble character** with the following profile characteristics:

Indonesian students who have faith, are devoted to God Almighty and have noble morals are students who have morals in their relationship with God Almighty. They understand religious teachings and beliefs and apply this understanding in their daily life. There are five key elements of faith, fear of God Almighty, and noble character:

- (a) religious morals;
- (b) personal morals;
- (c) morals towards humans;
- (d) morals towards nature; And
- (e) State morals.

The second dimension is **global diversity** with the following profile characteristics:

Indonesian students maintain their noble culture, locality, and identity, and remain open-minded in interacting with other cultures, thereby fostering a sense of mutual respect and the possibility of forming a positive noble culture that does not conflict with the noble culture of the nation. Elements and keys to global diversity include:

- (a) Know and appreciate culture;
- (b) Intercultural communication skills in interacting with others; and
- (c) Reflection and responsibility toward the experience of diversity.

The third dimension is **independent** with the following profile characteristics:

Indonesian students are independent students, namely students who are responsible for the process and results of their learning. The key elements of independence consist of:

- (a) Awareness of oneself and the situation at hand; as well as
- (b) Self-regulation.

The fourth dimension is **gotong royong** with the following profile characteristics:

Indonesian students have the ability of *gotong royong*, namely the ability to carry out activities together voluntarily so that the activities carried out can run smoothly and easily. The elements of *gotong royong* are:

- (a) Collaboration,
- (b) Care, and
- (c) Share.

The fifth dimension is **critical reasoning** with the following profile characteristics:

Students who have critical reasoning can objectively process both qualitative and quantitative information, build relationships between various information, analyze information, evaluate, and conclude. The elements of critical reasoning are:

- (a) Obtain and process information and ideas,
- (b) Analyze and evaluate reasoning,
- (c) Reflect thoughts and thought processes, and
- (e) Make a decision.

The sixth dimension is **creativity** with the following profile characteristics:

Creative students are able to modify and produce something original, meaningful, useful, and impactful. The key elements of creativity consist of:

- (a) Generate original ideas, as well
- (b) Produce original works and actions.

It is crucial to understand whether Kemendikbudristek policies regarding improving human resources are well understood and have been implemented by the school community in each educational unit. The educational units consist of early childhood education (PAUD), elementary school (SD), junior high school (SMP), and senior high school (SMA). The school community of each educational unit includes the principal, teachers, students, administrative staff, parents of students, and other school partners.

In Indonesia, schools in every educational unit are required to implement the *kurikulum merdeka*. The implementation of the *kurikulum merdeka* begins with selection through the school mover or *sekolah penggerak* program by the Directorate General of Teacher and Education Staff (GTK) of the Kemendikbudristek (Directorate General of Teacher and Education Staff, 2021). The selected schools become models for

implementing the *kurikulum merdeka* and have the obligation to provide encouragement and guidance to other schools. After implementing *sekolah penggerak* program, it turns out that there are still many schools that have not implemented the *kurikulum merdeka* policy, especially schools that have not had the opportunity and be selected to become *sekolah penggerak*.

Based on this reality, Kemendikbudristek issued the POP policy that was stated in Episode 4 of *Merdeka Belajar*, launched in March 2020. The legal basis for implementing *organisasi penggerak* is Permendikbudristek No 32 of 2019 concerning general guidelines for the distribution of government assistance in Kemendikbudristek and regulations of the secretary general of Kemendikbudristek concerning technical instructions for the distribution of government assistance to develop the quality of teachers and education personnel (Ministry of Education and Culture, 2019). The POP is intended to involve Civil Society Organizations (CSO) operating in the field of education so that they can work together with the government to improve the quality of student learning outcomes in accelerating the transformation of education in Indonesia (GTK Sekretariat, 2020). The POP is expected to become part of Kemendikbudristek to encourage the presence of *sekolah penggerak* and spread good educational practices throughout Indonesia. The aim of *organisasi penggerak* is to increase the competence of educators and education personnel by involving the participation of CSO as evidenced by increasing student learning outcomes. *Organisasi penggerak* is present as a leap and embodiment of learning innovation to face challenges in improving student learning outcomes that focus on improving literacy, numeracy, and character.

There are three categories of *organisasi penggerak* determined through the selection results, namely category I *Gajah* (Elephant), category II *Macan* (Tiger), and category III *Kijang* (Deer) (Ministry of Education, Culture, Research, and Technology, n.d.). The Kasih Sejati Kalimantan Foundation, as one of the CSO that passed the selection for the *Kijang* category of the POP, has implemented the POP in elementary school education units in Samarinda City, East Kalimantan province from 2021 to July 2023 with funding from Kemendikbudristek. Subsequently, this article aims to present or describe the results of research on the implementation of the Kasih Sejati Kalimantan Foundation's POP. Therefore, it will present the readiness of elementary school education units in Samarinda to prepare and implement Indonesian state policies in the era of Society 5.0 related to improving the quality of human resources. Policies to improve human resources include Permendikbudristek No. 22 of 2020 concerning *renstra* for 2020 to 2024 and No. 262/M/ of 2022 about *Merdeka Belajar*. These two policies are aimed at improving the quality of human resources through realizing the vision of the *Pancasila* Student Profile.

There are 2 indicators used to measure the readiness of elementary school education units through the POP to realize the vision of the *Pancasila* Student Profile. These indicators are (1) understanding related to the workshop material and (2) performance in the form of work results as a form of implementation of the elementary school education unit (Ministry of Education, Culture, Research, and Technology, 2020), which is the target of the workshop program by the Kasih Sejati Kalimantan Foundation. The Foundation's workshop program starts in April 2021 and ends in mid-June 2023. Understanding and performance indicators refer to workshop material from 2021 to mid-June 2023.

The POP workshop materials from the Kasih Sejati Kalimantan Foundation consist of:

Table 1.1: Workshop materials for the 3 year POP Kasih Sejati Kalimantan Foundation

No	Year	Materials
1.	2021	<p>a. Workshop 1, materials: <i>sekolah penggerak</i> learning environment, <i>sekolah penggerak</i> academic texts, copy of Ministerial Decree No. 177 regarding <i>sekolah penggerak</i>, and <i>sekolah penggerak</i> program.</p> <p>b. Workshop 2, materials: competency standards and competencies of teachers and school principals.</p> <p>c. Workshop 3, materials: The <i>Pancasila</i> Student Profile and strengthening the <i>Pancasila</i> Student Profile.</p>

2.	2022	<p>a. Workshop 1 sharing best practices and documentation, materials: compiling stories of best practices in Membership Activities (KKG) as a community of practitioners, compiling stories of best practices related to experiences in overcoming student problems, compiling stories of best practices in collaboration with parents of students in overcoming student problems, compiling stories of best practices learning videos, compiling stories of best practice learning documents, and compiling stories of best practices attributes.</p> <p>b. Workshop 2 community of practitioners, materials: planning the development of a community of practitioners, strategic design of data collection for reflection on the development of a community of practitioners, design of stages for developing a community of practitioners, and community activities.</p>
3.	2023	<p>a. Workshop 1 assessment, materials: cognitive diagnostic assessment and non-cognitive diagnostic assessment.</p> <p>b. Workshop 2 differentiated learning, materials: differentiated learning in terms of content, differentiated learning in terms of process, differentiated learning in terms of products, and differentiated learning in terms of the learning environment.</p> <p>c. Workshop 3 teaching module, materials: low class differentiated learning teaching module and high class differentiated learning teaching module.</p> <p>d. Workshop 4 project for strengthening the Pancasila Student Profile, materials: planning the project for strengthening the Pancasila Student Profile, designing project modules for strengthening the Pancasila Student Profile, and sharing best practices in planning and implementing the project for strengthening the Pancasila Student Profile at <i>sekolah penggerak</i>.</p>

Based on the explanation at the beginning of this article, the purpose of writing this article is to explain the results obtained by the target elementary school education unit, which also became a research sample before and after the Kasih Sehati Kalimantan Foundation implemented or carried out the POP. Based on the purpose of writing, it is hoped that this article will be useful as reflection material for follow-up plans for Kemendikbudristek, schools, and policymakers related to education, as well as other parties who need reference material for research in the form of books and journals as well as to collaborate together as a form of effort to fulfill the quality of human resources in the era of society 5.0.

METHODOLOGY

The research method used is a descriptive quantitative research method because it uses instruments, samples, and data analysis. The instruments used are description tests, observation sheets, process tasks, product tasks, and assessment rubrics. The research sample is purposive sampling. Data analysis consists of entering research results in a categorization table. The descriptive method used is to provide meaning in the form of descriptions to explain the results of data analysis displayed in the table.

The determined sampling technique used is purposive sampling based on considerations of schools that had not yet become *sekolah penggerak* and had not implemented the *kurikulum merdeka*, funding provided by Kemendikbudristek, and schools based on documentation from the Samarinda City Education Office, which included schools in the 'rare' category and had never even been involved in workshops or similar activities carried out by the Samarinda City Education Office or other related institutions. Based on the sampling technique, 20 elementary schools were determined as workshop targets and became the research samples. The 20 elementary schools consist of 15 public elementary schools and 5 private elementary schools. The participants for each school were 1 principal and 3 teacher representatives for a total of 80 people. In short, the number of school samples is 20, and the participant sample is 80 people.

The research instrument used to measure elementary school readiness is based on 4 types of understanding and performance indicators. Those instruments consist of 1) a description test, 2) an observation sheet, 3) process assignments in the form of *lembar kerja* (worksheet) performance results, and product assignments resulting from the workshop program in the final third year in the form of best practice videos compiled via the Google Drive prepared by the Kasih Sehati Kalimantan Foundation, and 4) assessment rubric.

The description test instrument was used to measure the level of understanding of the workshop material carried out before and after the workshop every year according to the workshop implementation schedule. The test instrument is in the form of descriptive questions related to the workshop material each year. The observation sheet instrument is used to obtain process performance in the form of concrete evidence of the participation of each school as a participant during the workshop process. Concrete evidence can be found in the form of attendance, active work, presentation, and discussion of worksheet results. Worksheets during the workshop process are worked on, presented, discussed in groups at each school, and presented as well as discussed in plenary. The process task instrument is used to collect evidence of the work results of each school during the workshop process in the form of improvement worksheets after the worksheets are presented and discussed in the plenary. Collecting proof of work process tasks, namely worksheets at the end of the workshop process of the first year until the third year. The content of the worksheet is contextualized with the activities that occur in each school participating in the workshop.

The product assignment instrument is used to record the results of implementation performance or application of workshop materials in the form of uploading best practices videos on the Google Drive link prepared by the Kasih Sehati Kalimantan Foundation. Best practices contain activities for implementing workshop material in each school related to a comfortable learning climate, activities of the practitioner community in implementing differentiated learning, and strengthening the *Pancasila* Student Profile project. The task of collecting evidence of best practices video performance is uploaded at the end of the 3rd year workshop program of the Kasih Sehati Kalimantan Foundation's POP, namely in July 2023.

The assessment rubric instrument is used to measure understanding and performance of the process in the form of worksheets as well as product performance in the form of best practices for implementing workshop material in each school. The understanding assessment rubric instrument was used to examine the results of the workshop participants' pre-test and post-test descriptions.

Table 1.2: Pre-test and post-test assessment rubric instrument description test

No.	Understanding Category	Score	Description
1.	Very Poor	0	If the participants do not take the test
2.	Poor	1	If the answer is wrong
3.	Adequate	2	If the answer is incomplete
4.	Good	3	If the answer is complete but the delivery is not good
5.	Very Good	4	If the answer is complete and the delivery is good

Table 1.3: Assessment rubric instrument of performance observation sheet for the attendance aspect process

No.	Performance Category	Attendance Percentage	Description
1.	Very Poor	0%	Not present at all
2.	Poor	59%	Poor attendance performance
3.	Adequate	60-79%	Adequate attendance performance
4.	Good	80-89%	Good attendance performance
5.	Very Good	90%-100%	Very good attendance performance

Table 1.4: Rubric instrument for assessing the performance of the process aspect of working on the worksheet

Assessment rubric observation sheet to measure process performance aspects of (1) working on the worksheet, (2) presentation, and (3) discussion.

No.	Performance Category	Score	Description
1.	Very Poor	0	Not doing all aspects
2.	Poor	1	Doing one or all aspects but not correctly
3.	Adequate	2	Doing correctly twice on at least one aspect
4.	Good	3	Doing correctly at least once on two aspects
5.	Very Good	4	Doing correctly at least once on three aspects

Table 1.5: Product performance assessment rubric instrument for aspects of working on worksheets in the workshop process

No.	Performance Category	Score	Description
1.	Very Poor	0	Not submitting or committing plagiarism
2.	Poor	1	Submitted but there are still aspects that have not been done and the submission deadline has not been met
3.	Adequate	2	Submitting but there are still aspects that have not been done and fulfilling the submission deadline
4.	Good	3	Doing all aspects correctly but not fulfilling the submission deadline
5.	Very Good	4	Doing all aspects correctly as well as fulfilling the submission deadline

Table 1.6: Rubric instrument for assessment of best practices videos product performance at the end of the workshop program

Product performance assessment rubric instrument in the form of best practices videos uploaded on the Google Drive link created by the Kasih Sejati Kalimantan Foundation.

No.	Performance Category	Score	Description
1.	Very Poor	0	Not uploading or committing plagiarism
2.	Poor	1	Uploading videos but there are still activities that have not been carried out correctly and do not meet the submission deadline
3.	Adequate	2	Uploading videos but there are still activities that have not been carried out correctly but meet the submission deadline
4.	Good	3	Uploading videos with all activities done correctly but not meeting the submission deadline
5.	Very Good	4	Uploading videos with all activities carried out correctly as well as meeting the submission deadline

Quantitative analysis is in the form of a categorization table, while descriptive analysis is in the form of a description that explains the results of the analysis contained in the categorization table as a result of the research. Analysis of quantitative research data results in the form of entering category results obtained after using an understanding and performance assessment rubric in the form of a category table. There are 4 category tables, namely (1) category table containing understanding aspects, (2) category table containing performance aspects of the workshop process, (3) category table containing performance aspects of the workshop process product, and (4) category table containing performance aspects of the final product of the workshop program. The understanding aspect category table contains the number, school name, and understanding category. The process performance aspect category table contains the number, school name, and performance category. The workshop process product performance aspect category table contains the number, school name, and understanding category. The performance aspect category table for the final product of the workshop program contains the number, school name, and performance category.

RESULT

Research Result

Referring to the results of the research instrument and analysis of research data, the table below shows the categories of research results. The research results category table contains the understanding and performance of each elementary school participating in the workshop until the end of the POP which was implemented from 2021 to July 2023. The following is the research results category table.

Table 1.7: Elementary School Readiness Categories with Indicators of Understanding of Workshop Material

No.	School	Understanding Category	
		Before Workshop	After Workshop
1.	SDK 2 WR Supratman	Adequate	Very Good
2.	SD Advent Samarinda	Adequate	Good
3.	SDK Hati Kudus Mangkupalas	Adequate	Very Good
4.	SDN 014 Sambutan	Adequate	Good

5.	SD 021 Palaran	Adequate	Good
6.	SDN 023 Samarinda Utara	Adequate	Good
7.	SDN 010 Samarinda Utara	Adequate	Good
8.	SDN 004 Samarinda Utara	Adequate	Good
9.	SDN 008 Samarinda Utara	Adequate	Good
10.	SDN 017 Palaran	Adequate	Good
11.	SDK 3 WR Soepratman	Adequate	Good
12.	SDK Santo Fransiskus Assisi	Adequate	Very Good
13.	SDN 022 Sungai Kunjang	Poor	Good
14.	SDN 006 Loa Janan Ilir	Adequate	Good
15.	SDN 018 Samarinda Utara	Adequate	Good
16.	SDN 005 Samarinda Utara	Adequate	Good
17.	SDN 012 Sungai Pinang	Adequate	Good
18.	SDN 007 Samarinda Utara	Adequate	Good
19.	SDN 002 Sambutan	Adequate	Very Good
20.	SDN 001 Samarinda Seberang	Adequate	Very Good

Table 1.8: Elementary School Readiness Category with Workshop Process Performance Indicators

No.	School	Understanding Category	
		Before Workshop	After Workshop
1.	SDK 2 WR Supratman	Adequate	Very Good
2.	SD Advent Samarinda	Adequate	Very Good
3.	SDK Hati Kudus Mangkupalas	Adequate	Very Good
4.	SDN 014 Sambutan	Adequate	Very Good
5.	SD 021 Palaran	Adequate	Very Good
6.	SDN 023 Samarinda Utara	Adequate	Very Good
7.	SDN 010 Samarinda Utara	Adequate	Very Good
8.	SDN 004 Samarinda Utara	Adequate	Very Good
9.	SDN 008 Samarinda Utara	Adequate	Very Good
10.	SDN 017 Palaran	Adequate	Very Good
11.	SDK 3 WR Soepratman	Adequate	Very Good
12.	SDK Santo Fransiskus Assisi	Adequate	Very Good
13.	SDN 022 Sungai Kunjang	Poor	Very Good
14.	SDN 006 Loa Janan Ilir	Adequate	Very Good
15.	SDN 018 Samarinda Utara	Adequate	Very Good
16.	SDN 005 Samarinda Utara	Adequate	Very Good
17.	SDN 012 Sungai Pinang	Adequate	Very Good
18.	SDN 007 Samarinda Utara	Adequate	Very Good
19.	SDN 002 Sambutan	Adequate	Very Good
20.	SDN 001 Samarinda Seberang	Adequate	Very Good

Table 1.9: Elementary School Readiness Category with Workshop Process Product Performance Indicators

No.	School	Understanding Category	
		Before Workshop	After Workshop
1.	SDK 2 WR Supratman	Adequate	Very Good
2.	SD Advent Samarinda	Adequate	Very Good
3.	SDK Hati Kudus Mangkupalas	Adequate	Very Good
4.	SDN 014 Sambutan	Adequate	Very Good
5.	SD 021 Palaran	Adequate	Very Good
6.	SDN 023 Samarinda Utara	Adequate	Very Good
7.	SDN 010 Samarinda Utara	Adequate	Very Good
8.	SDN 004 Samarinda Utara	Adequate	Very Good
9.	SDN 008 Samarinda Utara	Adequate	Very Good
10.	SDN 017 Palaran	Adequate	Very Good
11.	SDK 3 WR Soepratman	Adequate	Very Good
12.	SDK Santo Fransiskus Assisi	Adequate	Very Good
13.	SDN 022 Sungai Kunjang	Poor	Very Good
14.	SDN 006 Loa Janan Ilir	Adequate	Very Good
15.	SDN 018 Samarinda Utara	Adequate	Very Good
16.	SDN 005 Samarinda Utara	Adequate	Very Good
17.	SDN 012 Sungai Pinang	Adequate	Very Good
18.	SDN 007 Samarinda Utara	Adequate	Very Good
19.	SDN 002 Sambutan	Adequate	Very Good
20.	SDN 001 Samarinda Seberang	Adequate	Very Good

Table 1.10: Elementary School Readiness Categories with Final Program Product Performance Indicators

No.	School	Understanding Category	
		Before Workshop	After Workshop
1.	SDK 2 WR Supratman	Adequate	Good
2.	SD Advent Samarinda	Adequate	Good
3.	SDK Hati Kudus Mangkupalas	Adequate	Very Good
4.	SDN 014 Sambutan	Adequate	Good
5.	SD 021 Palaran	Adequate	Good
6.	SDN 023 Samarinda Utara	Adequate	Good
7.	SDN 010 Samarinda Utara	Adequate	Good
8.	SDN 004 Samarinda Utara	Adequate	Good
9.	SDN 008 Samarinda Utara	Adequate	Good
10.	SDN 017 Palaran	Adequate	Good
11.	SDK 3 WR Soepratman	Adequate	Good
12.	SDK Santo Fransiskus Assisi	Adequate	Good
13.	SDN 022 Sungai Kunjang	Poor	Good
14.	SDN 006 Loa Janan Ilir	Adequate	Very Good
15.	SDN 018 Samarinda Utara	Adequate	Good
16.	SDN 005 Samarinda Utara	Adequate	Good
17.	SDN 012 Sungai Pinang	Adequate	Good
18.	SDN 007 Samarinda Utara	Adequate	Good
19.	SDN 002 Sambutan	Adequate	Very Good
20.	SDN 001 Samarinda Seberang	Adequate	Very Good

DISCUSSION

Based on the research data shown in Table 1.7, participants' understanding of the workshop material for 2021 to 2023 overall shows an increase in workshop participants after the workshop activities. The improvement indicators are understanding the workshop material from poor and adequate to good and very good categories. Based on the research data shown in Tables 1.8, 1.9, and 1.10, overall, it shows that there has been an increase in performance. The improvement of performance is produced by workshop participants in the workshop process, the product of the workshop process, and the final product of the program. Increasing process and product performance is the same as increasing understanding, namely from the poor and adequate to good and very good categories. These results illustrate that the workshop material has been well understood by workshop participants so that performance can be improved. One of the factors that determines the success of participants' understanding of the workshop material is the strategy applied in the activity. The workshop strategy implemented was adapting the syntax of the MERDEKA model, namely M for *Mulai dari diri* (starting from the self), E for *Eksplorasi konsep* (concept exploration), R for *Ruang kolaborasi* (collaboration space), D for *Demonstrasi kontekstual* (contextual demonstration), E for *Elaborasi pemahaman* (elaboration of understanding), K for *Koneksi antar materi* (connections between materials), and A for *Aksi nyata* (real action) (Ministry of Education, Culture, Research, and Technology, 2022b).

The implementation of the workshops in 2021 and 2022 occurred online because it was still during the pandemic. Accordingly, the implementation of the MERDEKA model syntax was done through two sessions, namely asynchronous and synchronous. M and E were carried out asynchronously because the workshop material had been shared with the WhatsApp (WA) group. R, D, E, K, and A were carried out synchronously via virtual face-to-face on the Zoom meeting platform. The activities carried out by participants in the asynchronous session M namely answering initial questions to connect with the workshop material, then participants studied and examined the concepts of the training material that had been shared through activity E.

Workshop activities in virtual face-to-face synchronous sessions via the Zoom meeting platform, namely activity R, participants discuss and work on worksheets in breakout rooms based on school groups and facilitators take turns entering each breakout room group to carry out monitoring and facilitation; activity D explains the results at the plenary session in the facilitator's main room provide reinforcement, while activity E and K, participants return to the breakout room in group discussions focused on elaboration and connections between material referring to the input and reinforcement provided by other group participants and the

facilitator when the worksheet is presented. Subsequently, the facilitator carries out monitoring and facilitation by taking turns entering each breakout room. In activity A, participants in the group repaired the worksheet after carrying out activities E and K, then collected them via the Google Drive link that had been prepared by the workshop organizer, namely the Kasih Sejati Kalimantan Foundation. The speaker becomes a facilitator in each syntax.

In 2023, workshop activities occurred offline so the implementation of the MERDEKA model syntax workshop strategy all occurred offline or face-to-face, although the workshop materials and worksheet have been shared first via the WA group. The implementation of offline MERDEKA model syntax activities is the same as in online workshops however all activities occur offline. The offline activities do not have a Zoom platform as well as asynchronous and synchronous sessions. The MERDEKA syntax adaptation model was chosen to be implemented because the workshop participants are adults so it prioritizes the activity of the training participants so that it doesn't become dull for the participants. In addition, training participants have experience in managing and implementing learning, thereby enabling collaborative exchange of experiences and understanding between participants and facilitators.

Adaptation of the MERDEKA syntax implemented by maximizing the use of digital applications such as the Zoom, Canva, and Jamboard learning platforms by maximizing the use of the features on those platforms. This is to familiarize training participants (school principals and teachers) with using this media so that they have the skills to use digital technology in learning in various circumstances such as face-to-face learning, virtual learning, or a mixture of both. The ability to use digital applications in various learning situations is related to the teacher's ability to maximize interaction with students to empower students' potential (Sinagatullin, 2017). Empowering students' potential in this case developing and/or implementing solutions to overcome learning problems faced by students. Based on this workshop activity, teachers and school principals can become learning facilitators in the social 5.0 era. Utilizing the results of technology created in the era of the Industrial Revolution 4.0 in learning in the 5.0 era can be done by teachers through interaction in learning to achieve dimensions in the vision of Indonesian education through Kemendikbudristek policy, namely the *Pancasila* Student Profile. Those dimensions are faith and devotion to God Almighty, global diversity, independence, *gotong royong*, critical reasoning, and creativity.

Workshop activities 1, 2, and 3 with the MERDEKA strategy in 2021 were all carried out online by utilizing the features contained in platforms such as Zoom, Jamboard, Canva, and Google Form. This workshop material aims to ensure that school principals and teachers have a good understanding and performance regarding legal concepts, requirements, and readiness for implementing the *kurikulum merdeka* as an educational transformation policy in the social era 5.0. The indicators used to measure school readiness are related to the role of school principals and teachers in workshop activities, both understanding the material and performance of the workshop process and workshop process products. Workshop performance in the form of implementation planning activities in each workshop participant's school related to creating a conducive learning environment for students, academic texts, and Ministerial Decree No. 177 concerning *sekolah penggerak*, fulfilling the competencies of teachers and school principals, as well as the profile of *Pancasila* students and strengthening the profile of *Pancasila* students.

Subsequently, the aim of the 2021 workshop material for school principals and teachers is also to have a good understanding and performance regarding the concept of sharing good practices and documentation, compiling good practice stories in Membership Activities (KKG) as a community of practitioners, compiling good practice stories related to experiences in overcoming student problems, compiling good practice stories in collaborating with parents in overcoming student problems, compiling good practice stories in learning videos and compiling good practice stories in learning documents. Workshop activity 2 aims to ensure that school principals and teachers have a good understanding of concepts and perform well regarding planning the development of a community of practitioners, strategic design of data collection for reflection on the development of a community of practitioners, design of stages for developing a community of practitioners, and community activities. The practitioner community consists of training participants, namely the school principal and 3 teachers as workshop participants who became the initial practitioner community as drivers of implementing educational transformation policies in their respective workshop participant schools. The indicators used to

measure school readiness are related to the role of school principals and teachers in workshop activities in both understanding the material and performance of the workshop process and workshop process products. The workshop performance took the form of implementation planning activities in each workshop participant's school related to sharing good practices and documentation, as well as the practitioner community.

Workshop activities 1, 2, 3, and 4 with the MERDEKA strategy in 2023 were all carried out offline via a full board package at a hotel in Samarinda City. Utilization of digitalization media was carried out by utilizing the Jamboard application, Canva, and Google Form. The aim of this workshop material is for school principals and teachers to have a good understanding and performance regarding assessment and assessment, differentiated learning, differentiated teaching modules, and projects to strengthen the *Pancasila* Student Profile. The indicators used to measure school readiness are related to the role of school principals and teachers in workshop activities such as understanding the material and performance of the workshop process as well as workshop process products. The workshop performance took the form of implementation planning activities in each workshop participant's school related to assessment and assessment, differentiated learning, differentiated teaching modules, and projects to strengthen the *Pancasila* Student Profile. Good understanding and performance related to assessment, assessment of learning, and differentiated teaching modules, and the project to strengthen the *Pancasila* Student Profile show the readiness of school principals and teachers to facilitate students as human resources who have the competence to be able to carry out activities in the social era 5.0. These competencies include communication, collaboration, critical thinking, and creativity as well as compassion.

Implementation of comfortable learning circumstances by the internal practitioner community through differentiated learning and strengthening the *Pancasila* Student Profile in learning at school through project-based learning strategies. This activity is planned and implemented to facilitate students to have communication, collaboration, and caring competencies because students work in groups based on the differentiation of content, processes, and products on each learning topic. Critical and creative thinking is facilitated through the ability to work on and produce products as performance responsibility on each learning topic.

Critical and creative thinking shows students' performance in terms of literacy and numeracy, as well as a character of responsibility and discipline through collecting performance results, namely products as part of project assignments. Differentiated learning with project-based learning strategies has been proven to improve student performance in terms of academic abilities, namely critical and creative thinking; social skills, namely collaboration, and communication; and caring, and character, namely responsibility and discipline (Kolmos, 2017). These results can be seen from the performance products produced by each school participating in the training through best practice videos as the final performance duty for the Kasih Sehati Kalimantan Foundation Workshop program. Era 5.0 requires quality human resources which are reflected in the dimensions of the *Pancasila* Student Profile so that understanding of the material and performance of workshop results produced by workshop participants, namely school principals and teachers, become indicators of school readiness in implementing Indonesian education policies in the 5.0 era.

CONCLUSION

Based on the results of the research and discussion, several points can be concluded as follows, 1) Elementary school readiness through understanding the vision of the *Pancasila* Student Profile as an understanding of Indonesian education policy in the era of Society 5.0, after the workshop is in the good and very good category, 2) Related elementary school readiness through the performance of realizing the vision of the *Pancasila* Student Profile as Indonesia's education policy in the era of Society 5.0 after implementing workshops within a period of 3 years, it is in the good and very good category, 3) Readiness of elementary schools through the performance of implementing Indonesian education policies in the era of society 5.0 through the final product of the third year realizing the *Pancasila* student profile after the workshop was in the good and very good categories. Ultimately, based on the results achieved in terms of understanding and performance, it can be concluded that elementary schools as training participants are ready to realize the vision of the *Pancasila* Student Profile as Indonesia's education policy in the era of society 5.0.

ACKNOWLEDGMENT

This research can run successfully because of the support of various parties. Our thanks first of all, to the Directorate General of GTK under the Ministry of Education, Culture, Research and Technology who has financially facilitated the workshop activities. This also is a report that we received funding from the Directorate General of GTK that may be affected by the research reported in the enclosed paper. We have disclosed those interests fully to the Journal, and we have in place an approved plan for managing any potential conflicts arising from the funding program. Our thanks also go to the Kasih Sejati Kalimantan Foundation for providing support in the form of the opportunity for the team to conduct research related to the implementation of the workshop so that it can run smoothly. Finally, to all training participants and speakers who have actively participated as our research subjects.

REFERENCES

- Directorate General of Teacher and Education Staff. (2021). Laporan Kinerja Dirjen GTK 2021. (GTK Directorate General Performance Report 2021). Directorate General of Teacher and Education Staff. https://drive.google.com/file/d/1JnBO2F_vDKsd9HBF-oUyopvcxE7ryUt6/view
- Directorate of Elementary Schools. (2020). Profil Pelajar Pancasila. (Pancasila Student Profile). Directorate of Elementary Schools. <https://ditpsd.kemdikbud.go.id/hal/profil-pelajar-Pancasila>
- GTK Secretariat. (2020, August 1). Klarifikasi Mendikbud Terkait Program Organisasi Penggerak. (The Ministry of Education and Culture's Clarification regarding the Organization Mover Program). GTK Secretariat. <https://gtk.kemdikbud.go.id/read-news/klarifikasi-mendidbud-terkait-program-organisasi-penggerak>
- Jam, F. A., Singh, S. K. G., Ng, B., & Aziz, N. (2016). Interactive effects of Gender and Leadership Styles on Open Service Innovation: A Study of Malaysian Doctors, *International Journal of Economics Research*, 13(3), 1287-1304.
- Ministry of Education and Culture. (2019). Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 32 Tahun 2019 tentang Pedoman Umum Penyaluran Bantuan Pemerintah di Kementerian Pendidikan dan Kebudayaan. (The Ministry of Education and Culture Regulation No. 32, Year 2019 about General Guidelines for Distribution of Government Assistance in the Ministry of Education and Culture). Jakarta: Ministry of Education and Culture Republic of Indonesia.
- Ministry of Education, Culture, Research, and Technology. (n.d.). Kategori Program Organisasi Penggerak. (Organization Mover Program Category). Ministry of Education, Culture, Research, and Technology. <https://sekolah.penggerak.kemdikbud.go.id/organisasipenggerak/layanan/>
- Ministry of Education, Culture, Research, and Technology. (2022a). Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 262/M/2022 tentang Perubahan atas Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 56/M/2022 tentang Pedoman Penerapan Kurikulum dalam Rangka Pemulihan Pembelajaran. (Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia No. 262/M/2022 concerning Amendments to the Decree of the Minister of Education, Culture, Research, and Technology No. 56/M/2022 about Guidelines for Implementing Curriculum in the Context of Learning Recovery). Jakarta: Ministry of Education, Culture, Research, and Technology Republic of Indonesia.
- Ministry of Education, Culture, Research, and Technology. (2022b). Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 009/H/KR/2022 tentang Dimensi, Elemen, dan Subelemen Profil Pelajar Pancasila pada Kurikulum Merdeka. (Decree of the Head of the Educational Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology No. 009/H/KR/2022 about Dimensions, Elements, and Sub-elements of the Pancasila Student Profile in the Independent Curriculum). Jakarta: Ministry of Education, Culture, Research, and Technology Republic of Indonesia.
- Kolmos, A. (2017). PBL Curriculum Strategies. In A. Guerra, R. Ulseth, & A. Kolmos (Eds.), *PBL in Engineering Education International Perspectives on Curriculum Change* (pp. 1-12). SensePublishers.
- Sarwat, N., Ali, R., & Khan, T. I. (2021). Challenging, hindering job demands and psychological well-being: The mediating role of stress-related presenteeism. *Research Journal of Social Sciences and Economics Review*, 2(1), 135-143.
- Mustaji, & Saroinsong W.P. (2022). Developing global collaboration skills in the era of unlimited learning. *Proceedings of the International Joint Conference on Arts and Humanities* (pp. 200-214). <https://doi.org/10.1201/9781003366683-24>
- Sinagatullin, I. M. (2017). Shifting the Classical Paradigm: The Impact of Information Technology on Contemporary Education. *International Journal of Educational Reform*, 26(1), 2-13. <https://doi.org/10.1177/105678791702600101>
- Sinaga, S.B., & Marpaung, R.W. (2022). Measuring the Urgency of Pancasila Student (Pelajar Pancasila) Profiles; Prospective Primary Education Teacher's Perspectives. *SHS Web of Conferences*, 149(1), 1027-1032. <https://doi.org/10.1051/shsconf/202214901027>
- Yamada, A. (2023). Cultivating Future Competencies Through Interdisciplinary Education in the Society 5.0 Era. In R. Yamada, A. Yamada, & D. E. Neubauer (Eds.), *Transformation of Higher Education in the Age of Society 5.0* (pp. 37-52). Palgrave Macmillan Cham.