



# Teachers Narrative Inquiry: The Implementation of Pancasila Learner Profile-based Project Learning

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**Abstract.** The utilization of a project-based approach for preschool children has been a longstanding topic of interest. However, implementing the Pancasila Student Profile-based Project learning represents a novel area of exploration within the field of education. The Pancasila student profile, as prescribed by the Indonesian government, aims to cultivate autonomous students who possess global diversity awareness and exemplify the value of gotong royong, which aligns with the sociocultural importance of Indonesia. This study delved into the experiences of preschool teachers in Surakarta City who employed the Pancasila student profile-based project learning. This narrative inquiry involved two experienced teachers in an A-accredited institution with Sekolah Penggerak predicate. Sekolah Penggerak, an initiative of the government, is tasked with implementing Kurikulum Merdeka, the nation's most recent curriculum. Using in-depth interviews and reflective journals, these teachers shared their insights and reflections on implementing the Pancasila student profile-based project learning. This study analyzed the teachers' documented experiences, as evidenced in the interview transcripts and reflective journals. The findings shed light on the successful implementation of Pancasila student profile-based project learning, which was tailored to suit the developmental stage of the children. Notably, the school and teachers provided a range of thematic options, affording the students the freedom to choose a subtheme or topic. Moreover, parental involvement was actively encouraged throughout the learning activities. The results underscore the project-based approach's capacity to empower children by offering opportunities to explore their surroundings, undertake in-depth investigations, collaborate with their peers, develop innovative creations, and confidently present their work to others.

**Keywords:** Project-based approach, Pancasila student profile, preschool teacher

## 1 Introduction

Project-based learning is a widely recognized and favored approach employed by numerous practitioners who conduct studies in the field of preschool education

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[1][2][3][4][5]. This pedagogical method has garnered significant attention as it offers children unique opportunities to engage in comprehensive investigations, solve problems, and make substantial discoveries [6]. By facilitating children's active participation and exploration, project-based learning fosters their intrinsic motivation to learn, ultimately cultivating a lifelong disposition for learning. It has been observed that project activities emphasizing the process of a child's engagement are effective across various cognitive levels [2].

The application of the project-based approach extends beyond traditional educational settings and finds relevance in domains involving children. In essence, project-based learning can be defined as a student-centered pedagogical method that connects students to real-life scenarios, primarily addressing authentic problems through direct knowledge acquisition [7]. This approach encompasses three key activities: research, creativity, and normative tasks [2]. The classification of these activities is based on the framework proposed by Venger, Diachenko, Astaskova, and Bardina, which asserts that children engage in three types of tasks during the project development process: mastering current norms (research), expressing their perspectives on reality (creative), and effecting change in the current situation (normative). The widespread interest in project-based learning within the educational sphere stems from its numerous benefits, including in-depth research opportunities and enhanced creativity. The activities embedded in this approach encourage children to tackle problems, think critically, and unleash their creative potential.

Project-based learning has garnered considerable attention and extensive research in numerous countries worldwide. However, there needs to be more discussions about Pancasila learner's profile-based project learning. The Pancasila learner's profile, as formulated by the Ministry of Education and Culture of Indonesia, embodies a set of guiding principles for Indonesian students. Pancasila represents Indonesia's state philosophy, serving as the fundamental spirit and character distinguishing the nation from others [8]. According to Article 2 of Law No. 2 of 1989, national education in Indonesia must be based on Pancasila and the 1945 Constitution. This legislation stipulates that implementing Pancasila values should underpin national development, including within the education sector. Consequently, the Pancasila learner's profile policy has been established as a guiding framework in various educational contexts, including early childhood education. Project-based learning emerges as a potential method to achieve the goals outlined in the Pancasila learner's profile. The description above highlights the need for an in-depth narrative study on Pancasila learners' profile-based project learning. Such research aims to capture diverse perspectives on project-based learning from different countries, comparing them to the current educational practices in Indonesia. This exploration will highlight the unique aspects and potential differences between project-based learning approaches in different cultural and academic contexts.

## **2 Method**

### **2.1 Research Design**

This study is part of a larger research project investigating the implementation of the Merdeka Curriculum, a policy issued by the Indonesian government that applies Pancasila learner's profile-based project learning in early childhood education institutions with the Sekolah penggerak predicate. The specific focus of this study is to document best practices carried out by teachers in implementing Pancasila learner's profile-based project learning. To achieve this objective, a narrative inquiry approach was employed to understand how teachers engage 5-6-year-old students in a learning process that promotes creativity. Narrative allows researchers to present experience holistically in all its complexity and richness. The narrative illustrates the temporal notion of experience, recognizing that one's understanding of people and events changes. Narrative inquiry considers individuals as storytellers who construct and interpret their experiences in a narrative comprising a beginning, middle, and end. By employing narrative inquiry, the study seeks to engage readers, audiences, and listeners with the author's perspectives [9]. In this research, the focus is placed on one or two selected individuals who act as informants. Data is collected through their narratives, and their experiences are reported chronologically, often using a life course perspective [10]. Unlike other qualitative studies, the narrative approach emphasizes the sequencing of events, such as the informants' chronological stories, and how these events are interconnected, including their emotional reactions and responses.

### **2.2 Informant Recruitment**

Informants were recruited based on several criteria: 1) Teachers of 5-6 years old children (TK B level), 2) teachers with more than ten years of teaching experience, 3) teachers with teaching competence certificates, 4) teachers with experience of being a mentor in Teacher professional education; 5) teachers working in a school with Sekolah penggerak predicate that implements project-based learning, and 6) teachers who are active in various teachers organization. Two teachers from two early childhood education institutions in Surakarta city who met these criteria were involved. Informant 1 was a teacher of 5-6 years old children with 12 years of teaching experience, held a teaching competence certificate, was a mentor in a teacher professional development program in one of the universities in Surakarta, made early childhood learning innovation, was capable of utilizing technology, and showed an open personality. Meanwhile, informant 2 was a teacher of 5-6 years old children with experience, held a teaching competence certificate, was a mentor in a teacher professional development program in one of the universities in Surakarta, had experience of being a school principal, was capable of making a learning motivation, showed open and friendly attitude, and was a partner of researchers in several occasion, which was helpful for us to conduct in-depth interviews.

### 2.3 Data Collection

Before collecting data, the informant signed a consent form and agreed that the research result would be used for publication purposes. After informants thoroughly read the state, we explained the purpose of the study to ensure that they understood what types of data are required in this study, namely telling best practices they have implemented about Pancasila learner profile-based Project learning for 5-6-year-old children. They are also given opportunities to ask questions before the interview.

Interviews were conducted in-person, face-to-face, in a location deemed most comfortable and far from distractions or intervention of other parties. The interview lasted 70-80 minutes. To increase confidence in the interview results, we clarified every event or chronology to obtain a deeper understanding of the phenomenon and a more detailed narrative description. In addition to in-depth interviews, data were collected through each participant's reflective journal related to best practices they had done in their project-based learning.

### 2.4 Data Analysis

Thematic analysis was performed to scrutinize the data. Narrative inquiry is related to content ('what' is said, written, or visually displayed), and thematic analysis puts content as the primary focus [9]. Each in-depth interview with the informant was recorded using a handphone and word-per-word transcribed by a research assistant. All researchers then verified the transcription to ensure its validity. The transcript was read several times during the data analysis to understand the informants' experiences better. After ascertaining the transcript, the next step was to code the interview transcript and the reflective journal. Data coding involves initial coding and coding synthesis processes [11]. The next step was making categories or themes and conclusions that focused on the narration structure regarding the learning process based on the collected data. Reviewing the interview transcripts, coding, and generating pieces were conducted manually. The data analysis result was then compiled into one document.

## 3 Results And Discussion

A handphone was used to conduct interviews with informants. As mentioned in the previous section, Informant 1 possessed 12 years of teaching experience, while Informant 2 had 15 years of teaching experience. Both informants told their experience conducting best practices related to Pancasila learner profile-based Project learning in the last year in their classroom. Informant 1 explained the method, activities, and media used to implement project-based learning.

She narrated her best practices comprehensively and chronologically. Similarly, Informant Two also detailed the method, activities, and media used. Their reflective journals also explain the learning activities they designed. Hence, our analysis narrows down to three primary developments: 1) Learning method, 2) Learning activity,

and 3) learning media. The narrated best practices on Pancasila learner's profile-based project learning are described in the following sections.

### 3.1 Learning Method

A need analysis of 5-6-year-old children in the class conducted by the teachers demonstrates that the learning method is adjusted to the school condition, children's characters, and achievement and based on the principle of early childhood learning. The teacher used project-based learning. Project-based learning could be defined as a student-centered pedagogical method linking students to real-life scenarios, aiming primarily at solving real-life problems through direct knowledge acquisition [7]. It was implemented systematically following the predetermined steps, as the informant stated during the interview:

*"Saya selama pembelajaran di kelas semenjak menggunakan kurikulum merdeka ini menggunakan pembelajaran berbasis proyek, hal ini selain karena tuntutan yang ada dari pemerintah ternyata ketika saya menerapkan proyek kepada anak, mereka antusias dalam kegiatan meskipun memang membutuhkan tenaga yang ekstra untuk persiapannya"*

(Since the implementation of the Merdeka curriculum, I have been employing project-based learning because, in addition to adhering to the government's regulation, my students turn out to be enthusiastic in engaging with the activities despite the needs extra energy to prepare the activities) (Interview - Informant 1, 3 April 2023).

*"Di sekolah saya ini kan sekolah penggerak, sehingga saya menggunakan metode pembelajaran berbasis proyek setiap harinya...anak-anak sangat antusias selama pembelajaran, mereka melakukan penjelajahan mengenai tema yang dibahas dan membuat proyek terkait tema luar biasa sekali karya anak-anak ini"*

(My school has Sekolah Penggerak predicate, so we employed project-based learning daily... Children are enthusiastic during the learning process; they explore the themes and make projects related to the theme, and their works are great) (interview-informant 2, 10 April 2023).

*"Metode yang saya terapkan pada lembaga satuan PAUD tempat saya mengajar adalah menggunakan pembelajaran proyek berbasis profil pelajar Pancasila" (Reflektif Jurnal, Guru 1, 3 April 2023) (I apply Pancasila profile-based project learning in my school - Reflective journal, Informant 1, 3 April 2023).*

Compared to the one-way learning method, project-based learning is viewed as a more practical approach to facilitating children's reasoning and understanding [12]. Project-based learning has been reported to stimulate various children's development. The method has fostered children's creativity in making products, problem-solving skills, and socio-emotional development during collaborative activities, among other cognitive growth. Both informants acknowledged these advantages during the interview and in their reflective journals.

*“Saya sangat senang menggunakan pembelajaran proyek ini, karena anak-anak di kelas saya menjadi lebih kreatif mereka sangat luar biasa menciptakan ide-ide kreatif yang tertuang dalam hasil karya setiap harinya. Hasil karya ini kami buat pameran setiap puncak tema. Mereka juga saling kerjasama dengan teman-temannya saat membuat karya meskipun terkadang ada sisi egosentrisnya juga”*

(I like to apply project-based learning as my students become more creative. They exhibit creative ideas daily and turn them into products displayed at the end of every theme. They also work together with their friends when making the product, despite sometimes their egocentric side. Interview, Informant, 3 April 2023)

*“Kebermanfaatannya dari pembelajaran proyek ini sangat menarik, saya bisa melihat sesungguhnya anak memiliki kemampuan yang luar biasa mereka bisa membuat karya yang bahkan di luar nalar kita, betapa meningkatnya kemampuan kognitifnya seperti kemampuan mereka menyelesaikan masalah untuk membuat karya”*

(Project-based learning has exciting advantages; I can see children's excellent ability to make products that are beyond adult people's imagination. Their cognitive skills, such as problem-solving skills when creating a product, significantly increase (In-depth interview, Informant 2, 10 April 2023).

*“Dampak pembelajaran berbasis proyek ini dapat menstimulasi kreatif anak, kemampuan mereka bekerja sama, bersosialisasi, dan perkembangan kognitifnya pun juga terstimulasi”.*

(Project-based learning can stimulate children's creativity, teamwork skills, socialization, and cognitive development.) (Reflective Journal, Informant 1, 3 April 2023)

*“Perkembangan kognitif dan kemampuan menyelesaikan masalah terstimulasi melalui pembelajaran berbasis proyek”.*

(Children's cognitive development and problem-solving are stimulated through project-based learning).

Teachers designed project-based learning by paying attention to the children's learning achievement. This learning was conducted in enjoyable and differentiated ways, adjusted to children's characters and development to ensure that children can enjoy the learning activities. During project-based learning, children can explore various materials and express their ideas.

### **3.2 Learning Activities**

Learning activity refers to the action involving teachers and students during the learning process. Informants applied Pancasila profile-based project learning during the peak of the theme or cultural event. The best practice of the Pancasila learner's profile-based learning project focuses on stimulating six dimensions: 1) Faithful to God and having noble character; 2) Global diversity awareness; 3) Gotong royong values; 4) autonomy; 5) critical thinking; and 6) creativity. The project could be done in several days, depending on the type of the project. In this study, informants report that

they have done a project for an Indonesian cultural exhibition. Using “Indonesian Culture” as its theme, the project could optimally develop students’ global diversity awareness. The teacher acknowledged this during the interview.

*“Tahapan puncak tema pembelajaran proyek berbasis profil pelajar Pancasila saya lakukan dalam beberapa tahap. Yang pertama anak saya kenalkan dulu mengenai kebudayaan yang ada di Indonesia, kami berdiskusi, dan mengeksplorasi topik ini melalui berbagai contoh media konkret yang saya bawa dan melihat video dari youtube. Di tahap berikutnya anak-anak saya minta untuk membuat proyek budaya yang ada di Indonesia, mereka memilih proyek akan dibuat apakah makanan, baju, ataupun rumah-rumahan adat; baru terakhir kami tampilkan karya anak ini melalui pameran yang dihadiri oleh orang tua.”*

(I make the theme peak in several stages. First, I introduced children to cultures in Indonesia, and then we had discussions and explored this topic through concrete media and YouTube videos. After that, I asked the children to make a project with Indonesian culture as its theme, whether about the food, clothing, or houses. At the end, we presented their works through an exhibition attended by parents.

The steps explained by Informant 1 are the same as those reported by Informant 2, who conducted the project over several days, depending on each student's needs and character.

*“Praktik baik pembelajaran proyek berbasis profil pelajar Pancasila di lembaga saya ada tiga tahap secara umum. Di tahap pertama anak-anak saya ajak berdiskusi dan tanya jawab mengenai topik yang dibahas, pada saat itu kami membahas Budaya Surakarta. pada tahap berikutnya anak-anak saya ajak ke keraton, mereka kami kenalkan berbagai mainan tradisional maupun rumah dan pakaian adat yang ada di kota Surakarta, disini anak-anak merasa tertarik karena mereka jarang sekali berkunjung ke keraton. Setelah itu anak-anak saya minta untuk membuat karya berupa keraton Surakarta. Hasil karya ini kami presentasikan di tahap akhir dari rangkaian keseluruhan proyek yang disajikan bersamaan dengan gelar karya anak”*

(My school has three stages in implementing Pancasila profile-based project learning. In the first stage, we discussed the topic of Surakarta Culture. In the next step, I brought them to the Surakarta Palace. I introduced them to various traditional toys, houses, and clothing in Surakarta, thus drawing their interest because they rarely visited the royal palace. After that, I asked them to make Surakarta Palace as the project. Their work was presented at the end of the project) (Reflective journal, informant 2, 10 April 2023)

The interview and the reflective journal show that, in general, Pancasila profile-based project learning is conducted in three stages: reviewing the topic, exploring the topic using various sources, and presenting the work relevant to the topic. This pro-

ject-based approach could fulfill the children's curiosity and help children build meaning through an enjoyable, meaningful learning environment. [3]

### 3.3 Learning Media

Teachers can use various media to promote the creativity of 5-6-year-old children, which could be adjusted to their needs and characters. Using multiple media gives constructive learning and meaningful education. Teachers should have adequate competence regarding the urgency of media in learning activities. It is necessary to use media to communicate while respecting cultural differences, privacy, and sociocultural norms where individuals interact [13]. The study showed that both informants can use media that fit the children's diversity.

*“Setiap hari saya selalu menggunakan media yang berbeda untuk kegiatan proyek karena anak-anak mudah bosan jika menggunakan media yang sama. Terutama saat acara proyek penguatan profil pelajar Pancasila ini berbagai media dari bahan alam, media buatan pabrik, dan media digital kami gunakan selama kegiatan pembelajaran.”*

(I use different media daily in project learning because children can quickly be bored using the same media. When employing Pancasila profile-based project learning, I use various media from the surroundings, digital media, and commercial media). (Interview, Informant 1, 3 April 2023)

*“Media pembelajaran yang saya terapkan kepada anak-anak saat pembelajaran proyek berbeda-beda, karena saat membuat proyek masing-masing anak memilih media yang dia sukai, saya menyediakan berbagai material dari bahan alam yang ada di lingkungan sekitar untuk pembelajaran berbasis proyek yang dilengkapi dengan alat peraga edukatif yang kami miliki di lembaga.”*

(I use different media for the project because every child has their preferred media. I prepare learning materials from the surroundings for the project and the school's educative learning media) (Interview, Informant 2, 10 April 2023).

*“Terkait media yang saya gunakan saat menerapkan profil pelajar Pancasila di dalam pembelajaran proyek saya menggunakan berbagai media yang ada baik media buatan maupun media dari bahan alam serta media looseparts.”*

(Regarding media used in Pancasila learner's profile-based project, I use various media, both artificial or natural and loose part media.) (Reflektive Journal, Informant 1, 3 April 2023)

Teachers in this study used various learning media, including digital media, educative media manufactured by companies, and natural materials from the surroundings like tree branches, stone, grains, cotton, wood, dry leaves, and loose parts. These media variations were used to prevent boredom and allow children to explore various



materials in their surroundings, thus enriching their insight and fulfilling their curiosity. Using multiple media gives a constructive, meaningful learning process. [14].

## 4 Conclusion

In this study, the researchers examined the implementation of Pancasila student profile-based project learning through the narratives of two teachers. The project was executed by considering the children's developmental age, with the school and teachers providing a list of themes while allowing the students to choose subthemes or topics. The learning activities also involved parents. The study's findings demonstrated that the project-based approach allowed children to explore their environment, engage in in-depth investigations, collaborate with their peers, generate creative ideas, and present their work to others. Additionally, it was found that implementing Pancasila student profile-based project learning was well-suited to the sociocultural background of the students' surroundings. This approach effectively stimulated the dimensions of the Pancasila learner's profile, namely autonomy, global diversity awareness, and gotong royong characteristics.

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