



CONTINUOUS PROFESSIONAL DEVELOPMENT WITH A PROBLEM-SOLVING APPROACH FOR ELEMENTARY MADRASAH TEACHERS IN MADIUN REGENCY

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Abstract

The implementation of the Pancasila Student Profile Strengthening Project (P5) in the Independent Curriculum is a new face of Education in Indonesia. However, in fact, there are still many teachers who experience obstacles in understanding P5 in MI. The purpose of this study is to determine the strategy and impact of continuous professional development in the workshop on making the Pancasila student profile strengthening project module (P5) for MI teachers in Madiun Regency. The research approach used is action research. Action research is known as Participatory Action Research (PAR). The steps used combine problem solving methods. Data collection techniques use documentation, interviews, observations and questionnaires. Data analysis techniques use interactive analysis techniques (interactive analysis model). The results of the study showed that there was an increase in teachers' abilities in designing creative and contextual modules. In addition, they were able to apply the principles of active and collaborative learning. The impact of the workshop on making the Pancasila student profile strengthening project module (P5) for MI teachers in Madiun Regency can be seen from the increase in teachers' understanding and skills in implementing project-based learning that encourages students to think critically, creatively, and provide solutions in facing real-life challenges. The output obtained from this activity is a learning module that is ready to be used by teachers to teach the values of the Pancasila Student Profile in elementary schools, as well as improving the quality of the learning process that is more oriented towards the formation of student character in accordance with the Pancasila Student Profile.

Keywords: Continuous Professional Development, Pancasila Student Profile Strengthening Project Module (P5), MI Teachers.

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INTRODUCTION | مقدمة

The implementation of the Pancasila Student Profile Strengthening Project (P5) in the Independent Curriculum has become a new face of Education in Indonesia. With the Pancasila Student Profile Strengthening Project, in this case abbreviated as (P5), it has an important role in realizing the basic philosophical values of the life of the Indonesian nation and state (Sutrisno et al., 2023). This means that the Independent Curriculum with the strengthening of the Pancasila student profile makes the direction of Education in Indonesia not only emphasize the realm of knowledge, but also the formation of student character. This is in accordance with Permendikbudristek No. 12 of 2024 concerning the Curriculum in Early Childhood Education, Elementary Education Level, and Secondary Education Level, that the Independent Curriculum focuses on essential material to develop student competencies as lifelong learners and the

formation of the character of the Pancasila student profile (Kemendikbudristek, 2024).

The Pancasila Student Profile Strengthening Project (P5) is in the form of a collaborative co-curricular activity, with various sciences in designing ideas to overcome issues or contextual conditions for students (Kenendikbudristek, 2024). So that with the implementation of P5, it can form a Pancasila Student Profile which has 6 dimensions, namely believing in God Almighty, global diversity, mutual cooperation, independence, critical thinking, and creativity (Kenendikbudristek, 2024). Thus, strengthening character through P5 is an effort to support the progress of the formation of a whole Indonesian person (Yanzi et al., 2022). So it can be said that the Independent Curriculum through strengthening the Pancasila student profile as a process in achieving educational goals (Nurdyansyah et al., 2022). Therefore, support is needed from all parties, both all school residents and the Community regarding the implementation of P5 in schools. In the implementation of P5, the learning process is influenced by the collaboration between teacher understanding and madrasah preparation in implementing the curriculum and student collaboration in implementing the Merdeka curriculum (Maudyna et al., 2023). This shows that P5 is a forum for teachers to be able to adapt to the new rules and systems in the applicable Merdeka curriculum (Yunazar et al., 2023). It is important for educators to have an optimal understanding of the Pancasila student profile strengthening project (Education Standards, Curriculum, and Assessment Agency, 2022).

Supporting this, schools/madrasahs can provide increased competence in the ability of educators to implement the Pancasila student profile strengthening project. Therefore, thorough preparation starting from planning, implementation to evaluation can achieve the expected goals in the implementation of P5 in schools. In fact, there are several obstacles in the implementation of P5, especially at the elementary education level. Based on the results of research conducted by Kurniawati and Widayatmo (2021), it shows that strengthening Pancasila values has so far been limited to understanding the theories and concepts needed to be actualized into real activities (Kurniawaty & Widayatmo, 2021). Other findings conducted by Fitriya and Latif (2022) show that there are misconceptions that cause misunderstandings in understanding the PBL (project based learning) model with the Pancasila student profile project. In addition, misconceptions are seen in the integration of the P5 process in learning and teachers have not been trained in designing P5. As a result, there has been no visible structured change between P5 and Strengthening Character Education in K-2013 (Fitriya & Latif, 2022). On the other hand, the implementation of P5 in schools does not necessarily go well, this is due to the socialization actions related to P5 which are still uneven (Haq, 2023). The results of the study by Gunadi, et al. (2024) showed that teachers experienced confusion in the implementation stage of the sustainability of P5 (Gunadi et al., 2024). Therefore, a strategy is needed so that P5 can be implemented properly in schools.

Various obstacles in the implementation of P5 in schools are no exception to the MI Teacher working group in Madiun Regency. Based on the Pre-research conducted on May 28, 2024, a picture was obtained regarding the implementation of P5 in MI Madiun Regency. The results of interviews with several MI teachers in Madiun Regency showed that MI teachers experienced obstacles in implementing P5 in Madrasahs. Even though they had received training related to P5 organized by Penma (Madrasah Education) of the Madiun Regency Religious Affairs Office, teachers had difficulty in developing P5. The results of P5 were dominated by the theme of entrepreneurship/making food products. There was no assistance related to the implementation of P5 in MI. Teachers had difficulty in compiling the P5 module. In addition, there were still obstacles related to the management of P5 evaluations. Therefore, efforts were needed

to overcome the problems of implementing P5 in Madrasah Ibtidaiyah.

Based on the research results of Rizky Yunazar et al. (2024), it shows that an adapted strategy is needed so that it can be implemented by all school components in designing and implementing P5 activities. This strategy gives rise to three forms of adaptation, including process adaptation, behavioral adaptation, and strategy adaptation (Rizky Yunazar et al., 2024). Facing these challenges, teachers need activities related to the development of their professional competence. This is in accordance with the mandate of Law No. 14 of 2005 concerning Teachers and Lecturers regarding teacher professional competence. The main factor in strengthening the Pancasila Student Profile is based on strengthening character education as a solution to overcoming character problems that occur in Indonesia (Gunadi et al., 2024). Teachers as one of the actors in education in Indonesia are expected to be able to have professional competence that is able to face changing times (Indrawati & Octoria, 2016; Syamsurijal Basri et al., 2021). Efforts that can be implemented by teachers in developing professional competence include through Continuous Professional Development (PKB). PKB is a gradual, needs-based and continuous teacher development process (Minister of Religious Affairs Regulation, 2018). This is important considering that teacher professional development through PKB is useful for developing teachers' knowledge, skills, and professional attitudes in carrying out their duties as educators. These forms of PKB include increasing teachers' professional knowledge both during and after the initial preparation stage in adapting new skills and updating teaching practices according to current developments (Alexandrou, 2021; Sahagun & Matriano, 2019; Srinivasacharlu, 2019). Meanwhile, according to May, the formation of teacher professionals needs to go through a planned, measurable and systematic training program so that its impact can change classroom learning practices to be more active and student-centered (Postholm, 2018). Meanwhile, Karolina et al. expressed the same thing regarding professional development as an ongoing process to change teacher teaching practices (Karolina et al., 2021). Therefore, in developing teacher professional competence, it requires planning that can be measured and has a sustainable impact on teachers. No exception for Elementary Madrasah (MI) Teachers who need continuous professional development to improve professional competence.

Several research results are related to steps that can be taken to support the success of PKB for teachers. The results of the study showed a significant impact of the PKB program through training/workshops and mentoring that was effective in improving the professional competence of teachers (Fitriya & Latif, 2022; Gunadi Et Al., 2024; Martanti Et Al., 2022; Maudyna Et Al., 2023; Rahayuningsih, 2022; Rusnaini Et Al., 2021; Yunazar Et Al., 2023). In this case, it is in the form of training/workshops and mentoring related to the creation of the Pancasila Student Profile Strengthening Project Module. Through this support, modules by teachers can be developed with the right approach, according to student needs, and explain the concept of Pancasila effectively in a way that is easy for elementary school students to understand.

Based on these problems, this study carries an empowerment strategy through training in making P5 modules for MI Teachers in Madiun Regency in collaboration with the MI Principal Working Group (K3MI) of Madiun Regency in Continuous Professional Development. The form of the PKB Preparation strategy is through training/workshops and mentoring related to the creation of the Pancasila Student Profile Strengthening Project Module using Participatory Action Research. This empowerment aims to encourage MI Teachers to be able to participate in the PKB program in a measurable, quality and sustainable manner through training/workshops and mentoring in preparing the P5 module.

The difference between this study and previous studies is the research method that uses

Participatory Action Research with a Problem Solving approach. It is hoped that through the PKB Program it will be able to empower MI Teachers in Madiun Regency in PKB through workshops related to the creation of the Pancasila Student Profile Strengthening Project Module. The Participatory Action Research process in workshops and Mentoring emphasizes the Problem Solving approach which focuses on compiling the P5 module contextually and according to student needs. Therefore, the PKB Program for MI Teachers can be a solution to overcome the problems that occur.

METHOD

منهج

The research approach used is action research. Action research is known as Participatory Action Research (PAR), or participatory action research. This PAR method uses the Problem Solving approach in PKB activities through workshops. The research will focus on knowing the strategy and impact of continuous professional development in the workshop on making the Pancasila student profile strengthening project module (P5) for MI teachers in Madiun Regency. The flow of this research is carried out in accordance with the steps in Participatory Action Research by combining problem solving methods. Data collection techniques use documentation, interviews, observations and questionnaires. Data analysis techniques use interactive analysis techniques.

RESULT

نتائج

The Pancasila student profile is intended to answer one important question about students: What kind of profile or competency will our education system produce? This is especially important considering that we live in a time of disruption. Education is expected to equip students with the skills needed to become superior and successful individuals. Do not forget that these things are also accompanied by attention to the internal problems of the nation related to the resilience of the ideology and ideals of the Indonesian nation. and can become democratic citizens and can participate in sustainable global competitiveness. The vision of education in Indonesia is "to create Pancasila students in order to realize an advanced, sovereign, independent, and personality-based Indonesia".

Pancasila students are lifelong learners who have competencies, characters, and behaviors based on Pancasila. One of the efforts made to realize the Pancasila student profile is to implement a separate curriculum. Students are given the opportunity to explore their potential through an independent curriculum. In addition, this curriculum emphasizes project-based learning, which provides opportunities for teachers and students to observe difficulties in everyday life and find solutions (Hidayah et al., 2021). Therefore, the government created a project to improve the Pancasila student profile to help achieve the Pancasila student profile and enable students not only to learn about life but also to experience it directly.

Continuous Professional Development Program Strategy for MI Teachers

The strategy in developing sustainable professionalism through self-development in the form of a Workshop on Compiling the Pancasila Student Profile Project Module for MI teachers in Madiun Regency is as follows:

- a) to Know:** knowing the actual condition of the community

The first stage in Participatory Action Research is to know. This stage aims to find out the initial conditions of Teacher problems in P5 learning practices at MI Kab. Madiun. To find out the

actual conditions of MI Teachers, the researcher conducted a preliminary survey based on interviews. Activities were carried out in the FGD Socialization of research implementation to related parties in empowering PKB MI Teachers in Kab. Madiun, namely the Working Group of Elementary Madrasah Principals (K3MI) and the Head of Penma. Office of Religious Affairs of the Republic of Indonesia, Kab. Madiun.

On August 1, 2024, coordination with the Head of Madrasah Education at the Office of Religious Affairs of the Republic of Indonesia, Kab. Madiun, Mr. Yusuf Fathoni, S.Ag M.Pd. The FGD discussed research permits and conveying the intent and purpose. The following data were obtained: 1) There are 80 Madrasahs divided into 7 regional coordinators; 2) MI Teachers have received training from the Office of the Ministry of Religion regarding the Implementation of P5-PPRA; and 3) The form of initial training is a representative of each MI Teacher; 4) The PKB activities of MI teachers in compiling the P5 Module can be carried out in the Hall of the Indonesian Religious Affairs Office of Madiun Regency; and 5) Further coordination is carried out with the Elementary Madrasah Principal Working Group (K3MI).

The second FGD was carried out together with the K3MI management of Madiun Regency on August 15, 2024 at the Mbok Mingkem Restaurant. The K3MI management who attended were 14 people with 2 people being absent. The activity began with the delivery of the intent and purpose of the PKB Activities of MI Teachers in compiling the P5 Module by the head of research, Mr. Mohammad Miftahusyai'an, M.Sos. Continued with remarks from the Head of K3MI Madiun Regency, Mr. Rujito. Regarding this, K3MI welcomed and was ready to provide support and assistance for the success of the event.

b) to Understand: Understanding the real problems in the community

The second stage was carried out by FGD on Mapping Potential and Correlation of assets owned by MI teachers in Madiun Regency related to PKB according to the needs of students and MI teachers in the preparation of the P5 Module based on the Problem-Solving approach. This activity was carried out on August 20, 2024 online. A total of 14 participants attended from representatives of each regional coordinator. The FGD aims to explore real problems in MI in Madiun Regency related to the implementation of P5-PPRA. This action is based on the fact that MI teachers in Madiun Regency have received training related to the implementation of P5-PPRA, but there are still obstacles and barriers. Teachers need to facilitate students to gain experience from the knowledge and skills they already have to be applied to problem solving.

The FGD steps were carried out through online interviews by discussing with teachers who have experience receiving training in the implementation of P5-PPRA and have implemented it in MI. The data obtained from the FGD with representatives of MI teachers in Madiun Regency has five problems, namely 1) low motivation; 2) limited MI facilities and infrastructure; 3) lack of knowledge related to P5-PPRA; 4) The theme is still dominated by entrepreneurship; 5) Difficulty in designing Module P5 from planning, implementation to evaluation.

c) to Plan: Planning the solutions to the problems

At this stage, the researcher held a discussion related to the PKB program for MI Teachers in Madiun Regency. The form of FGD planning activities that can be carried out to overcome problems at the Understand stage and propose a plan for implementing the workshop, coaching, mentoring, motivation, and mentoring. The purpose of conducting FGD mentoring plans in formulating the preparation of the PKB program and the technical activities of the P5 Module Preparation Workshop based on the Problem-Solving approach. The activity was carried out from

August 30 to September 5, 2024 via Online or coordination via WhatsApps. The planning FGD was carried out together with the K3MI management and representatives of MI Teachers. The results of the PKB planning FGD: 1) formulating the form of workshop activities that emphasize the practice of preparing the P5-PPRA Module and the practice of learning the P5-PPRA module for MI Teachers in Madiun Regency with the Problem Solving approach; 2) formulating the form of mentoring activities for the implementation of the Strengthening of Pancasila Student Profiles based on the dissemination of MI Teachers in Madiun Regency; 3) formulating the committee that manages the PKB workshop activities for MI Teachers in Madiun Regency. Madiun preparation of P5-PPRA module; 4) formulating the budget for PKB workshop activities for MI Teachers in Madiun Regency preparation of P5-PPRA module.

d) **to Action:** Acting according to the plan

In the fourth step, the activity was carried out in the form of a PKB workshop for MI Teachers in Madiun Regency in compiling the P5-PPRA module with a Problem-Solving approach. The activity was carried out on September 10, 2024, located in the Hall of the Indonesian Ministry of Religion Office in Madiun Regency. The activity started at 07.30-15.30 WIB. Participants were present at the Workshop Location. A total of 80 participants/MI Teachers.

The core activity of the PKB workshop was through the preparation of the P5 Module for MI Teachers in Madiun Regency. This event was attended by the Main Resource Person, Nuril Nuzulia, M.Pd.I as the National PKB Instructor of the Directorate of Teachers and Education Personnel (GTK) of Madrasahs, Ministry of Religion of the Republic of Indonesia. The initial activity was carried out by providing ice breaking together with the workshop participants. The purpose of ice breaking is to restore the concentration and motivation of the workshop participants, so that they can return to participating in the activities well and focused.

The activity was continued by conveying the concept of the Implementation of Strengthening the Pancasila Student Profile. This concept was delivered by the resource person to re-emphasize the implementation of P5-PPRA in MI. Teachers need to understand that the principles of the P5-PPRA project focus on strengthening the values in Pancasila for students in the global era. The activity was continued with the Preparation of the P5-PPRA Module with a Problem-Solving approach. Participants were divided into 7 groups based on the work group area. After being divided into groups, participants carried out the steps in the problem-solving approach. The use of the problem-solving approach aims to formulate learning activities that can train children to face various problems, both individual and group problems, to be solved alone or together. The steps for problem solving consist of 1) Identifying the problem; 2) Defining the problem; 3) Finding a solution; 4) Implementing the strategy; and 5) Reviewing and evaluating the effect.

- 1) Identify the problem; This activity began with a group discussion related to the problems that occurred in the implementation of P5-PPRA activities in madrasas. Each group held a discussion with the assistance of a resource person.
- 2) Define the problem; The results of the discussion of the issue/problem exploration in the implementation of P5-PPRA activities in madrasahs were presented by group representatives. Participants took turns conveying problems in the implementation of P5-PPRA activities in madrasahs. After the Discussion Activity, the delivery of problems was reflected and the following results were concluded: a) Teachers still have misconceptions regarding the implementation of P5-PPRA; b) Teachers have difficulty developing themes that are contextually oriented in Madrasahs; c) Lack of facilities and infrastructure in

developing the implementation of P5-PPRA; d) The use of learning media for the implementation of P5-PPRA is limited; e) The themes used in the implementation of P5-PPRA are dominated by entrepreneurship; f) Teachers have difficulty developing evaluations in the implementation of P5-PPRA.

- 3) Explore solution; This activity, workshop participants seek solutions to previously found problems. Solutions are made through discussions and collecting data for the process of creating the Pancasila Student Profile Strengthening Project Module. Data is collected based on the characteristics of the madrasah including students and the madrasah environment. The preparation of the Pancasila student profile strengthening project module is a document containing the objectives, steps, learning media, and assessments needed to carry out the Pancasila student profile strengthening project. Educators have the freedom to create, choose, and modify the available profile project modules according to the context, characteristics, and needs. Preparation of the P5 Module in the Merdeka Curriculum after obtaining the data, continues to determine project objectives, design assessments and determine project activities. After being formulated, the project activities are continued as follows: 1) Introduction; 2) Contextualization; 3) Action; 4) Reflection and 5) Follow-up. The process continues by processing data in the form of a P5-PPRA module framework based on Bigbook. The use of this Bigbook as a media is developed according to the theme chosen based on considerations in formulating the problem.
- 4) Act on the strategy; The steps to implement the strategy are carried out by preparing the equipment for compiling the P5-PPRA module based on Bigbook. Participants then assemble the collected materials. The compilation of the P5-PPRA module based on Bigbook from the materials prepared by the participants is assembled using the rope provided. So that the material becomes a medium in compiling the P5-PPRA module based on Bigbook.
- 5) Look back the effect; After the implementation of the preparation of the P5-PPRA module based on Bigbook. Participants presented the results of the Bigbook work that had been made. Participants presented by providing a study of the hypothesis of the impact of the implementation of the preparation of the P5-PPRA module based on Bigbook in madrasahs. The final stage of the Problem-Solving approach re-examined and evaluated the influence of the preparation of the P5-PPRA module based on Bigbook. Participants made a presentation conveying the reflection of the results of the preparation of the P5-PPRA module based on Bigbook that had been developed.

e) **to Reflection:** Developing awareness to change

Activities to evaluate and monitor the implementation of the PKB Workshop in compiling the P5 Module for MI Teachers in Madiun Regency and to prepare a follow-up plan related to the obstacles faced. The plan for implementing assistance is carried out in stages through dissemination of MI areas in Madiun Regency. Assistance also carries out evaluation and monitoring of the implementation of P5-PPRA activities after the PKB Workshop in compiling the P5 Module for MI Teachers in Madiun Regency.

Impact of Continuous Professional Development Program for MI Teachers in Madiun Regency

The challenges faced by teachers during this period, such as lack of experience in designing projects involving many aspects of character, were successfully overcome by providing examples of concrete, applicable projects, in accordance with research by Sari et al. (2021) which highlighted the importance of training practices in improving teachers' understanding of the

Independent Curriculum. In addition, the results of this community service also show that collaboration between teachers during training encourages a creative exchange of ideas, so that the resulting modules are more varied and contextual. The impact of the PKB Workshop activities in compiling the P5 Module for MI Teachers was felt not only by teachers, but also by students in Madiun Regency. The modules produced through this training are expected to increase student involvement in learning through projects that are relevant to real life, which will ultimately help them develop 21st century skills such as critical thinking, collaboration, and social responsibility. Research by Santoso et al. (2023) shows that project-based learning can improve students' social and emotional skills, as well as help them understand Pancasila values in real contexts. Thus, this training not only provides new skills for teachers, but also has an impact on improving the quality of character education in elementary schools.

The following is a teacher response questionnaire consisting of 64 respondents given to teachers involved in the PKB Workshop program in compiling the P5 Module for MI Teachers in Madiun Regency. The results of the questionnaire can be seen in the following table:

Table. 1. Responses of MI Teachers Participating in the PKB Workshop on Compiling the P5 Module

No	Statement	Results Respondents'	
		Average	Percentage
1	This training activity increases teachers' understanding of the concept of the Pancasila Student Profile Strengthening Project.	3,79	93,2%
2	The material presented during the training is very relevant to the needs of classroom teaching.	3,85	96,2%
3	The facilitator has in-depth knowledge of P5 module development.	3,86	94,3%
4	I feel more confident in compiling learning modules after attending this training.	3,75	94%
5	Group discussions during the training helped me get new ideas for the modules to be developed.	3,65	87%
6	This training provides an opportunity for teachers to share experiences and best practices with each other.	3,67	89,9%
7	The training structure was well-structured and systematic, making it easier for participants to understand.	3,88	96,9%
8	The tools and materials provided during the training are adequate and support the learning process.	3,87	96%
9	The explanation regarding the preparation of the P5 schedule really helped me in planning the implementation of the project at school.	3,69	91,2%
10	I feel that I got enough support from the facilitator in the module preparation process.	3,79	93,7%
11	This activity provides new insights on how to integrate Pancasila values in learning.	3,47	86,7%
12	This training inspired me to be more active in implementing innovative learning methods in the classroom.	3,75	93,4%
13	I hope similar activities can be carried out in the future to explore more about P5.	3,76	93,9%
14	The evaluation conducted after the module presentation was very constructive and useful for improvement.	3,97	99,2%
15	Overall, this community service program was successful and had a positive impact on improving teacher competence.	3,91	97,7%

Based on table 1. Responses of MI Teachers Participating in the PKB Workshop on Compiling P5 Modules, the results of the training evaluation show that this program has a positive impact on improving teacher competence in understanding and compiling the Pancasila Student Profile Strengthening Project (P5) module. The increase in teacher understanding is reflected in the average score of 3.79 with an agreement level of 93.2%, indicating that most participants felt they understood the P5 concept better after the training. The material presented was very relevant to the needs of classroom teaching, with a score of 3.85 and an agreement level of 96.2%.

The facilitator was considered to have in-depth knowledge related to compiling the P5 module with a score of 3.86 and an agreement level of 94.3%. Teachers' confidence in compiling

the module also increased, as seen from a score of 3.75 and an agreement level of 94%. Group discussions during the training provided new ideas for participants, although a score of 3.65 and an agreement level of 87% indicated that there was still room for improvement in this collaborative aspect.

The opportunity to share best practices scored 3.67 with 89.9% agreement, while the systematic training structure was considered very good with a score of 3.88 and 96.9% agreement. The availability of tools and materials was considered adequate (3.87 and 96%), and the explanation of the preparation of the P5 schedule was very helpful (3.69 and 91.2%). The support of the facilitator during the module preparation process was also felt to be very good (3.79 and 93.7%). The program provided new insights into the integration of Pancasila values in learning (3.47 and 86.7%) and inspired teachers to be more active in implementing innovative methods (3.75 and 93.4%). The evaluation conducted after the module presentation was considered constructive and very useful (3.97 and 99.2%). Overall, the program was considered very successful with a score of 3.91 and 97.7% agreement, reflecting a positive impact in improving teacher competence.

DISCUSSION | مناقشة

The desired plan of the PKB Workshop program in the preparation of the P5 Module for MI Teachers in Madiun Regency, which allows them to continue to share experiences, challenges, and solutions related to the implementation of the Pancasila Student Profile Strengthening Project (P5). In the long term, this expected program can create a more dynamic and innovative learning environment, where teachers not only prepare the P5 module but also adapt and update it according to student needs. The expected long-term impacts include increasing teacher professional competence in integrating Pancasila values into learning, which in turn will contribute to the development of students' character and social skills. Students are expected to be more active, creative, and able to think critically, and have a deeper understanding of Pancasila values in everyday life. The sustainability of this program can also be supported by the implementation of periodic evaluations and further training to ensure that teachers remain motivated and skilled in implementing P5 effectively. So, it can be described 1.

Model of continuous professional development strategy for MI teachers in the form of training as follows:

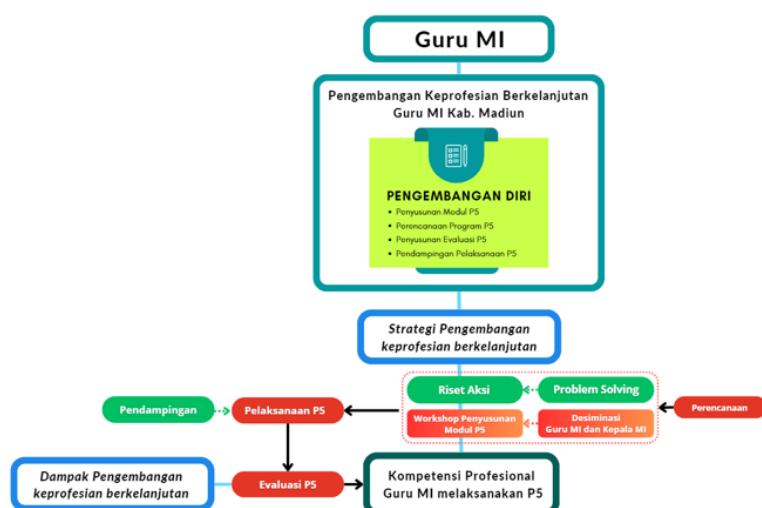


Figure 1. Model of Strategy and Impact of Continuous Professional Development for MI Teachers in the Form of P5 Module Preparation Training

Based on Figure 1. Shows that even though this service was carried out by the PKB Workshop in compiling the P5 Module for MI Teachers in Madiun Regency, the findings show significant potential in improving teacher competence in compiling the Pancasila Student Profile Strengthening Project (P5) module. Therefore, it is highly recommended to replicate the program in other schools as a follow-up step. This recommendation begins with the success of the training which shows that teachers can develop a better understanding of P5 and adapt to more innovative learning methods. Through the replication of this program, it is hoped that other schools can also feel similar benefits, namely improve the quality of teaching and strengthening Pancasila values in education. In addition, the adaptation of training materials can be adjusted to the context and specific needs of each school, so that it is more relevant and effective. Thus, this replication program will not only expand the positive impact of the training, but also create a collaborative network between schools in implementing the PKB Workshop in compiling the P5 Module for MI Teachers in Madiun Regency.

Based on the analysis data displayed in the response table of MI teachers participating in the PKB Workshop for the preparation of the Pancasila Student Profile Strengthening Project Module (P5), it appears that this program has had a significant positive impact on improving teacher competence. An average score of 3.79 and an agreement level of 93.2% indicate that most participants felt they understood the P5 concept better after the training. This finding is in line with research stating that increasing understanding of the basic concepts of innovative learning through direct training can improve overall teacher competence (Supriadi & Munandar, 2023). Materials relevant to class needs also received a high response, with a score of 3.85 and an agreement level of 96.2%, indicating the importance of training content that is in accordance with the real context in the classroom, which supports the improvement of teachers' practical skills. Facilitators who are knowledgeable in the field of P5, with a score of 3.86 and an agreement level of 94.3%, play an important role in the success of this training, as stated in the literature that the involvement of expert facilitators can deepen participants' understanding through the delivery of in-depth and applicable materials (Situmorang, 2022). In addition, teachers' self-confidence increased (score 3.75 and 94% agreement), indicating that the training focused not only on mastering concepts but also on strengthening self-confidence to implement the module. Group discussions provided opportunities for collaboration with a score of 3.65 and 87% agreement, but this aspect needs improvement, given the importance of collaboration in generating new ideas in the learning environment (Santoso et al., 2023).

The program also provided new insights into the integration of Pancasila values, which are key to character learning for students. The long-term impact of this training has the potential to include the development of teachers' professional competence and students' ability to think critically, creatively, and understand Pancasila in everyday life. The implementation of periodic evaluations and further training suggested is in line with other findings that emphasize the importance of program sustainability to maintain teachers' motivation and ability to apply new methods consistently (Rahman & Nugroho, 2023). Overall, this PKB Workshop program shows significant potential for implementation in other schools. Replication of this training is expected to improve the quality of education and expand the positive impact of P5 implementation in various schools, with materials tailored to meet the specific needs of each school. Thus, this training will not only strengthen Pancasila values in education but also create a collaborative network between schools that supports a broader and more sustainable implementation of P5.

CONCLUSION | خاتمة

The conclusion of this service shows that the PKB Workshop in compiling the P5 Module for MI Teachers in Madiun Regency has succeeded in achieving its objectives, namely improving teachers' understanding and skills in compiling the P5 module effectively. The evaluation results show that participants feel more confident and ready to apply P5 in learning, and gain relevant knowledge about the integration of Pancasila values in education.

The sustainability of this program can be achieved through periodic evaluation and further training, which ensures that teachers remain motivated and skilled in implementing P5. Based on the success of this training, it is highly recommended to replicate the program in other schools, so that its impact can be felt more widely. This replication is expected to improve the quality of teaching and strengthen the integration of Pancasila values in education in various schools. In addition, adjusting the training materials according to the context of each school will make this program more relevant and effective, while creating a collaborative network between schools to support the implementation of P5 sustainably. In addition, this program is expected to form a dynamic and innovative learning environment, where teachers continue to update the P5 module according to student needs, so that Pancasila values are increasingly integrated into education.

As a recommendation, it is important to continue the PKB Workshop program in the preparation of the P5 Module for MI Teachers in Madiun Regency with re-implementation in other schools to expand its impact. In addition, it is recommended that periodic and continued training evaluations be carried out to ensure that teachers continue to receive the support needed in implementing P5. With these steps, it is hoped that the quality of education and strengthening of students' character through Pancasila values can continue to be improved sustainably.

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