



## Sharing Good Practices in the Project on Strengthening the Profile of Pancasila Students in 3T Madrasahs through Teaching Assistance

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**Abstract:** *The literacy and numeracy abilities of MI and MTs Raudlatul Munawwarah Jatirejo students are still relatively low, according to AKM results. This PKM is focused on sharing best practices through teaching assistance activities with the aim of improving students' literacy and numeracy skills, teacher technology adaptation, and assistance with P5 outcomes. The approach is conducted through Service-Learning with 3 stages of PKM are: pre-implementation (site observation, needs analysis, preparation of teaching assistance activity guidelines, and providing orientation to students); implementation (lecturers and students collaborate in implementing programs related to literacy, numeracy, and technological adaptation as well as realizing the outcomes of Project Product of Pancasila Student Profile Development); and post-implementation, which involves continuous monitoring in collaboration with partners. The results achieved in this PKM activity are (1) the ability and skills of MI and MTs teachers in creating ICT-based learning media; and (2) the project product of Pancasila Student Profile Development. produced is Ecobrik; (3) MI and MTS students' literacy and numeracy skills increase.*

**Keywords:** Sharing Good Practices; Teaching Assistance; Independent Curriculum; Pancasila Learner Profile

### Introduction

Raudlatul Munawwarah Jatirejo Foundation is located in Jatirejo Village, Candiretno Village, Pagelaran Sub-district, Pringsewu Regency, Lampung Province. In this foundation, there are 3 schools, namely Madrasah Tsanawiyah (MTs), Madrasah Ibtidaiyah (MI), and PAUD. This foundation is located at the end of Pagelaran sub-district, with a geographical location surrounded by rice fields and far from urban areas. The foundation is not well known by the community around the sub-district, district, or even province. This is due to the condition of the foundation, which is located in the areas of Disadvantaged, Frontier, and Outermost. This is evidenced by the results of observations; both in MTs, MI, and PAUD have never been touched by campus activities around the district, let alone in the province. Whether it is school observation activities,

teacher assistance, or KKN, even the flagship MBKM activities organized by the Ministry of Education and Research in the teaching program at school (Teaching Campus), which are now up to batch 5, have not provided an opportunity for schools within the foundation to feel the presence of students. <sup>1</sup>Students are agents of change. for a school. Creative ideas and the ability and willingness of students to move can provide a lot of inspiration for schools in implementing the independent curriculum that is being promoted by the Minister of Education.

In the academic year 2022-2023, every school is required to implement an independent curriculum. The implementation of the Independent Curriculum requires teachers to use 21st century learning models such as project-based learning, self-directed learning, cooperative learning, and others. The hope of using the 21st century learning model is that students have four skills, namely critical thinking, communication, collaboration, and creativity. <sup>2, 3, 4, 5, 6</sup>. In the academic year, MTs and MI in the Raudlatul Munawwarah Jatirejo Foundation also implemented an independent curriculum, starting in grade 7 for MTs and grades 1 and 4 for MI. Preparations have been made by the entire academic community of both MTs and MI in the foundation, namely by following online guidance and techniques for three days. However, in practice, MTs and MI have not implemented the independent curriculum optimally.

Based on observations at MTs and MIs in the Raudlatul Munawwarah Jatirejo Foundation, it was found that (1) there is still a lot of confusion among teachers in implementing the independent curriculum; (2) the Pancasila Student Profile Strengthening Project is being organized and has been carried out every Friday, such as religious Friday, market day Friday, healthy Friday, and clean Friday, but has not yet covered the entire Pancasila Student Profile. Quoted from the website of the Ministry of Education, Culture, Research, and Technology, the six main characteristics of the Pancasila student profile are faith in God and noble character, global diversity, mutual

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<sup>1</sup> Faridahtul Jannah and Ani Sulianti, "Perspektif Mahasiswa Sebagai Agen Of Change Melalui Pendidikan Kewarganegaraan," *ASANKA: Journal of Social Science And Education* 2, no. 2 (2021): 181–193.

<sup>2</sup> Nurul Saqina Anwar, Kisman Slija, and Nur Aeni, "THE APPLICATION OF 4C COMPETENCIES IN ENGLISH SUBJECT ON THE SECOND GRADE OF SMAN 1 MAROS," *International Journal of Business, English, and Communication* 1, no. 1 (2023): 24–30.

<sup>3</sup> Resti Septikasari and Rendy Nugraha Frasandy, "Keterampilan 4C Abad 21 Dalam Pembelajaran," *Jurnal Tarbiyah Al-Awlad* VIII, no. 2 (2018): 107–117.

<sup>4</sup> Keken Wulansari and Yaya Sunarya, "Keterampilan 4c (Critical Thinking, Creativity, Communication, Dan Collaborative) Guru Bahasa Indonesia Sma Dalam Pembelajaran Abad 21 Di Era Industri 4.0," *Jurnal basicedu* 7, no. 3 (2023): 1667–1674, [https://www.researchgate.net/publication/373134759\\_Keterampilan\\_4c\\_Critical\\_Thinking\\_Creativity\\_Communication\\_dan\\_Collaborative\\_Guru\\_Bahasa\\_Indonesia\\_Sma\\_dalam\\_Pembelajaran\\_Abad\\_21\\_di\\_Era\\_Industri\\_40](https://www.researchgate.net/publication/373134759_Keterampilan_4c_Critical_Thinking_Creativity_Communication_dan_Collaborative_Guru_Bahasa_Indonesia_Sma_dalam_Pembelajaran_Abad_21_di_Era_Industri_40).

<sup>5</sup> Rudianto Rudianto et al., "Development of Assessment Instruments 4C Skills (Critical Thinking, Collaboration, Communication, and Creativity) on Parabolic Motion Materials," *Journal of Advanced Sciences and Mathematics Education* 2, no. 2 (2022): 65–79.

<sup>6</sup> Rudianto et al., "Development of Assessment Instruments 4C Skills (Critical Thinking, Collaboration, Communication, and Creativity) on Parabolic Motion Materials."

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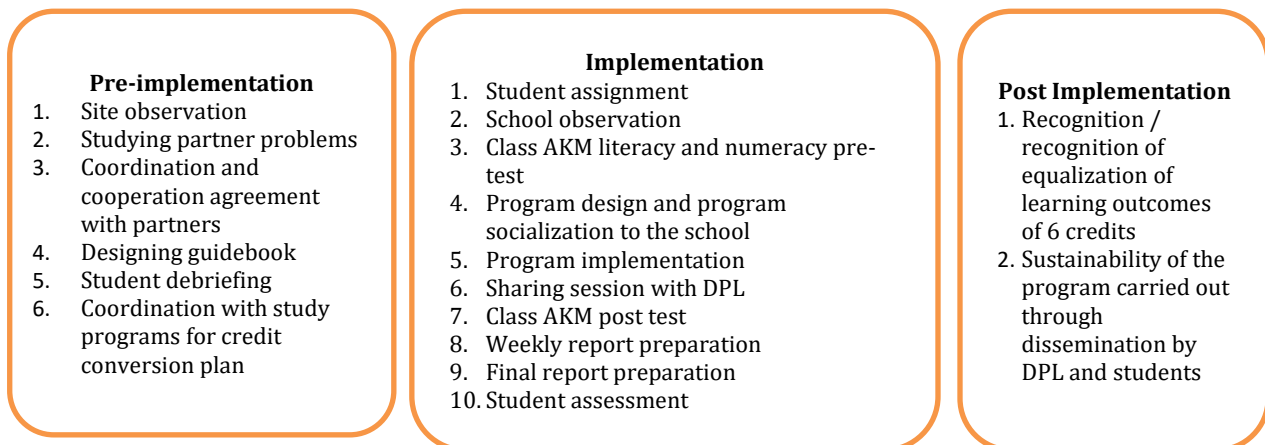
cooperation, independence, critical reasoning, and creativity. P5 habituation has not yet shown a creative and globally diverse profile. Let alone local global has not been implemented by the two madrasahs. (3) Students' literacy and numeracy are low, as seen from their lack of interest in going to the library; (4) teachers are still unable and unwilling to use interactive learning based on ICT, even though the IKM emphasizes ICT to face the industrial revolution 4.0; (5) teachers have never developed, created, and used interactive and fun learning media; (6) MTs and MI teachers rarely participate in trainings on making interactive and fun learning media both offline and online to hone their skills in making media to support the learning process; (7) Project Product of Pancasila Student Profile Development The theme "My Trash is My Responsibility" has not yet been achieved.

With such conditions, a solution is needed so that the optimal IKM and Project Product of Pancasila Student Profile Development Habituation becomes a means to achieve the sixth target of the Pancasila student profile and provides opportunities for madrasah students to experience knowledge as a process of strengthening character as well as a form of real learning from their social environment. The solution is to share good practices through teaching assistance activities. On Campus Muhammadiyah University of Pringsewu (UMPRI) Lampung, there is a faculty of teacher education and science that has five study programs, including mathematics education, Indonesian language and literature education, counseling guidance, English education, and PGSD. Teaching assistance activities by combining several students from across study programs will provide solutions to partner problems. This activity will provide a collaborative experience between madrasah teachers and UMPRI students. This collaboration is expected to improve the literacy and numeracy of madrasah students; madrasah teachers and students can adapt to technology; students can share good practices by inviting teachers to create interactive and ICT-based learning media; students can share in introducing several platforms that can be used to create educational games so that learning in the madrasah will be more fun; students get learning experiences outside the campus but still in accordance with the learning outcomes that students will have.

In principle, this PKM has a symbiotic mutualism, namely for students to carry out the MBKM program, namely in the form of a teaching program at school called Teaching Assistance, and carry out IKU 2, namely gaining learning experience outside the campus. For lecturers, this PKM activity is the implementation of the 3rd IKU, namely lecturers doing activities outside the campus in the form of carrying out one of the tridharma lecturers. As for partners, this activity can be one of the solutions to solve partner problems, namely optimizing the implementation of IKM and the Project Product of Pancasila Student Profile Development. For this reason, the purpose of implementing this PKM is to share good practices in the project of strengthening the profile of Pancasila students in Madrasah 3T through teaching assistance.

## Method

The objectives of this teaching assistance program refer to the main performance indicators, namely: 1) providing opportunities for students to gain experience outside the campus; and 2) providing opportunities for lecturers to do activities outside the campus. The approach is conducted through Service-Learning with 3 stages mechanism for implementing the teaching assistance program in this PKM is as follows:



## Result

The results achieved in implementing this service include (1) increasing literacy and numeracy for students at MTs-MI Raudlatul Munawwarah Jatirejo; (2) increasing the skills of MTs-MI Raudlatul Munawwarah Jatirejo teachers in using IT to create learning media that supports the implementation of the independent curriculum; (3) the habits of teachers and students at MTs-MI Raudlatul Munawwarah Jatirejo have also changed for the better, such as implementing 5S by welcoming students to school; (4) The P5 theme in IKM at MTs-MI Raudlatul Munawwarah Jatirejo was achieved through training in making ECOBRIK, which at first confused MTs-MI about what to do with the theme "My Waste is My Responsibility."

### *Improving Student Literacy and Numeracy*

The programs implemented to improve the numeracy literacy of MTs students are (1) Explaining rhetoric/public speaking skills through teaching activities in class with the project base method, namely providing opportunities for students to practice direct speeches; (2) creating a literacy corner in each class; (3) streamlining the school mading; (3) providing education to students with the theme "the dangers of child marriage, the dangers of promiscuity, and drugs"; (4) conducting arts and culture Friday by introducing several regional dances, namely Sigekh Pengunten Dance, Bedana Kipas Creation Dance, Malay Zapin Dance, Lampung Zapin Dance, Jaipong Dance, Sang Bumi Ghuwa Jughai Song, Cangget Agung Song, Seminung Song, and Tanoh Lado Song; (5) Accompanying students in playing snakes and ladders game props and hanoy tower.



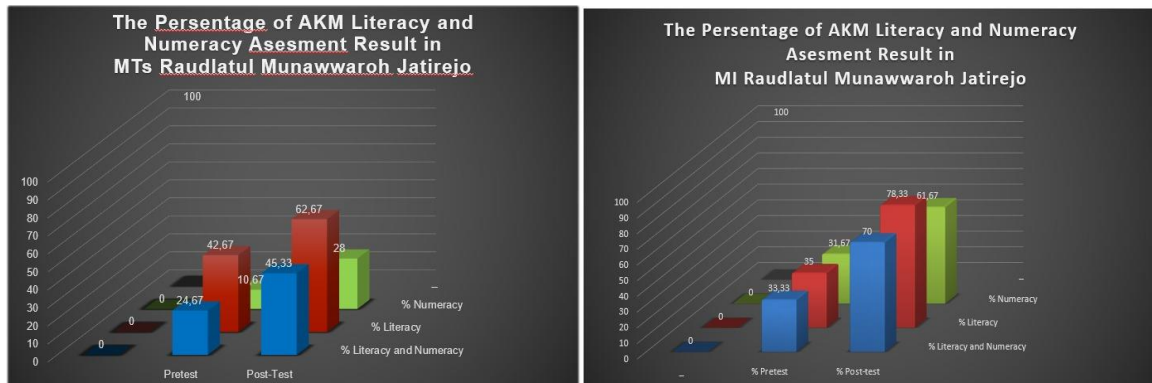
Figure 1. Activities to improve numeracy literacy of MTs students

The program implemented to improve the numeracy literacy of MI students is: (1) implementing Cultural Friday through videos introducing Lampung culture, starting with Lampung traditional houses, Lampung traditional clothing, Lampung traditional weapons, Lampung traditional dance, Lampung script, and Lampung folk songs; (2) teaching multiplication using Jarimatika through the learning process in class; (3) accompanying students in playing snakes and ladders; Sensory Path; building towers and abacus; (4) effective mading; and (5) creating a literacy corner.



Figure 2. Activities to improve numeracy literacy of MI students

From these activities, the results showed that literacy and numeracy in both MI and MTs increased. This can be seen from the results of the AKM conducted by students.



*Figure 3.* Results of AKM MI and MTs Raudlatul Munawwarah Jatirejo

### ***Technology Adaptation***

Activities carried out in technology adaptation include carrying out ICT-based learning media workshops. This workshop aims to improve the ability and skills of teachers in making ICT-based learning media with the hope that learning will be more fun. In this activity, MI and MTs teachers were introduced to the Quizizz platform, Canva, Wordwall, and the Cooperate PDF Flip application. Teachers were very enthusiastic about the workshop. Teachers who did not bring laptops made Quizizz games via cellphones. The plus in this activity is that there is one teacher who has made a quiz game that suits his subject and is presented, while other teachers become students. From this workshop, teachers are motivated to implement it in the classroom.



*Figure 4.* ICT-based Learning Media Workhop

Following the results of the workshop, lecturers provide assistance to MTs and MI teachers in making ICT-based learning media that are implemented in their respective classes. The assistance is provided through WA and directly at school. Learning media was created by teachers using the Quizizz platform and has been implemented in the classroom.



Figure 5. Activities Assisting teachers in making media and its implementation in the classroom

### ***Helping with Extracurricular***

Activities to assist extracurricular activities, namely (1) students helping prepare students for paskibraka duties for the 78th Indonesian Independence Day ceremony and (2) assisting students and teachers in participating in the Scouting Anniversary and Kwaran Pagelaran Camp at Candiretno Field This activity is very useful for students. In addition to improving discipline, they can also learn responsibility.



Figure 6. Extra-curricular support activities

### ***Assist in Realizing Project Product of Pancasila Student Profile Development***

The theme of Project Product of Pancasila Student Profile Development at MTs and MI Raudlatul Munawwarah Jatirejo is "My Waste, My Responsibility". In the realization of Project Product of Pancasila Student Profile Development, the PkM activity carried out is to make ecobrik by utilizing inorganic waste. The method is: (1) students are asked to bring an empty 600-ml drinking bottle stored in their desk drawer; (2) every student who has snacks or unused papers is cut out and put into the bottle; (3) after the bottle is full, it is weighed with each bottle weighing 0.25 kg; (4) then several bottles are tied with wire and the top mat is installed.



Figure 7. Ecobrik making activity

## Discussion

Teaching assistance programs can improve numeracy literacy, technology adaptation, and embodiment. Project Product of Pancasila Student Profile Development Students' literacy and numeracy improved with the implementation of the snakes and ladders game <sup>7</sup>, hanoy tower <sup>8</sup>, wake tower and sempoa <sup>9</sup>, effective mading <sup>10</sup> and literacy corner <sup>11</sup>. Literacy is an individual's ability to understand, evaluate, use, and communicate with different types of information in various formats. It encompasses reading, writing, speaking, listening, and critical thinking skills. Literacy is not only related to basic reading and writing skills but also includes understanding the context of information and the ability to think critically about what is read or seen. Literacy is defined as the ability to read and write, or proficiency in reading and writing. <sup>12, 13, 14</sup>. The implementation of reading literacy activities aims to introduce students to the basics of reading and writing, maintain language awareness, and motivate them to learn. Therefore, it is explained that reading is an ability that must be possessed by all children because, through reading, children can learn a lot about various fields of study<sup>15</sup>.

Numeracy is an individual's ability to understand, use, and interact with numbers in various contexts of daily life. It includes an understanding of mathematical concepts, the ability to count, and the application of numbers in practical situations. Mathematical numeracy is not only limited to the ability to count but also includes an understanding of how numbers are used in measuring, comparing, and solving problems. Numeracy literacy is defined as a person's ability to use reasoning, which is

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<sup>7</sup> Erfina Meta, "PENGARUH MEDIA PERMAINAN ULAR TANGGA TERHADAP KEMAMPUAN LITERASI NUMERASI PADA ANAK USIA 5-6 TAHUN" 12, no. 1 (2023).

<sup>8</sup> Rudianto et al., "Development of Assessment Instruments 4C Skills (Critical Thinking, Collaboration, Communication, and Creativity) on Parabolic Motion Materials."

<sup>9</sup> Hanifatul Rahmi et al., "Peningkatan Kemampuan Berhitung Siswa Kelas II Dengan Menggunakan Sempoa Aritmatika Di Sekolah Dasar," *Madani : Indonesian Journal of Civil Society* 2, no. 2 (2020): 50–56.

<sup>10</sup> Alisia Zahro'tul Baroroh et al., "Pengaruh Mading Kelas Terhadap Peningkatan Budaya Literasi Pada Siswa Di MI / SD," *Seminar Nasional PGMI 2021*, no. 1 (2021): 763–774, <http://proceeding.iainpekalongan.ac.id/index.php/semair%0APengaruh>.

<sup>11</sup> Andi Sadriani et al., "Peningkatan Literasi Dan Numerasi Siswa Melalui Program Pojok Baca Di SD Negeri Pampang," *jurnal Pengabdian Masyarakat* 01, no. 01 (2023), <https://journal.unm.ac.id/index.php/Ininnawa/article/view/126/111>.

<sup>12</sup> Frita Dwi Lestari et al., "Pengaruh Budaya Literasi Terhadap Hasil Belajar IPA Di Sekolah Dasar," *Jurnal basicedu* 5, no. 6 (2021): 5087–5099, <https://media.neliti.com/media/publications/448321-none-44a032e8.pdf>.

<sup>13</sup> Suryaman, Ismi Nurul Qomaria, and Titik Puspita Sari, "Pemberdayaan Rumah Baca 'Pelangi' Sebagai Sarana Meningkatkan Literasi Membaca Anak Di Desa Palaan," *BERNAS: Jurnal Pengabdian Kepada Masyarakat* 3, no. 3 (2022): 305–311.

<sup>14</sup> Ni Nyoman Padmadewi et al., "Memberdayakan Keterlibatan Orang Tua Dalam Pembelajaran Literasi Di Sekolah Dasar," *Jurnal Ilmu Sosial dan Humaniora* 7, no. 1 (2018): 64–76, <https://ejournal.undiksha.ac.id/index.php/JISH/article/view/13049/9454>.

<sup>15</sup> Annisa Putri Bungsu and Febrina Dafit, "Pelaksanaan Literasi Membaca Di Sekolah Dasar," *Jurnal Pedagogi dan Pembelajaran* 4, no. 3 (2021): 522.

one of the components of mathematics<sup>16, 17, 18, 19</sup>. Problem-solving skills are not only basic problems related to mathematics, but even complex problems can be found if each individual masters numeracy literacy skills, so it is important to improve numeracy literacy skills to achieve the quality of human resources that are qualified and competitive<sup>20, 21</sup>.

Technological adaptation refers to the process or efforts made by individuals, organizations, or communities to integrate, adopt, and change the form of technology to suit their needs and conditions. Technology adaptation is an action that involves using new or existing technology to solve problems, improve efficiency, or achieve specific goals. Technology adaptation can help improve the effectiveness and efficiency of learning and have a positive impact on student skill development<sup>22, 23</sup>.

Extracurricular activities are non-formal learning activities that school students engage in, generally outside of standard curriculum learning hours. These activities exist at every level of education, from elementary school to university. Extracurricular activities are intended for students to develop their personalities, talents, and abilities in various fields outside the academic field. The extracurricular activities themselves can take the form of activities in the arts, sports, personality development, and other activities that have a positive purpose for the progress of the students themselves. The extracurricular activity in MI and MTs is scouting. Scouting can make a positive contribution to the physical, mental, emotional, and social development of students, as well as forming a more qualified and responsible young generation.<sup>24</sup>

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<sup>16</sup> Dyah Worowirastrri Ekowati et al., "Literasi Numerasi Di SD Muhammadiyah," *ELSE (Elementary School Education Journal) : Jurnal Pendidikan dan Pembelajaran Sekolah Dasar* 3, no. 1 (2019): 93.

<sup>17</sup> Aldila Nur Rohmah et al., "Planning for Cultivation Numerical Literacy in Mathematics Learning for Minimum Competency Assessment (AKM) in Elementary Schools," *Mimbar Sekolah Dasar* 9, no. 3 (2022): 503-516.

<sup>18</sup> Siti Azizah, "The 21st Century Skills through Literacy and Numeracy at Public Junior High Schools in Pamekasan Madura," 2022, 13-18.

<sup>19</sup> Lynda Ginsburg, Myrna Manly, and Mary Jane Schmitt, "The Components of Numeracy," *National Center for the Study of Adult Learning and Literacy*, no. December (2006): 1-79, <http://eric.ed.gov/?id=ED495440>.

<sup>20</sup> Refiesta Ratu Anderha and Sugama Maskar, "Pengaruh Kemampuan Numerasi Dalam Menyelesaikan Masalah Matematika Terhadap Prestasi Belajar Mahasiswa Pendidikan Matematika," *Jurnal Ilmiah Matematika Realistik* 2, no. 1 (2021): 1-10.

<sup>21</sup> D Darwanto, Mar'atun Khasanah, and Anggi Monica Putri, "Strengthening Literacy, Numeracy, and Technology Adaptation in School Learning (An Effort to Face the Digital Era and Disruption)," *Eksponensial Journal* 11, no. 2 (2021): 26-35.

<sup>22</sup> Nurafifah, "Implementasi Adaptasi Teknologi Mahasiswa Kampus Mengajar Di SDN 141 Cennae Kabupaten Soppeng," *Journal of Educational Technology, Curriculum, Learning, and Communication* 3 (2023): 1-6.

<sup>23</sup> Bellavista Paulina Luhi et al., "Pendampingan Adaptasi Teknologi Pada Mata Pelajaran IPA Di SMP Negeri Satap Padadita" 1, no. 2 (2023): 346-351.

<sup>24</sup> Ikhfan H Afdaliah, "Character Education Through Extracurricular Activities of Scout ('Pramuka') an Indonesian Experiences" Volume 213, no. 594 (2019): 2.

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The Pancasila Student Profile Strengthening Project is an effort to realize Pancasila students who are qualified, responsible, and have strong character. The benefits of the Pancasila Student Profile Strengthening Project for student development include strengthening character, increasing understanding of Pancasila, developing social skills, increasing creativity and innovation, and increasing a sense of responsibility. The realization of the Pancasila Student Profile Strengthening Project in this PkM activity refers more to increasing creativity and innovation from waste into something useful, namely ecobrik.

## Conclusion

The conclusions in the PKM\_sharing good practices in the project of strengthening the profile of Pancasila students in 3T madrasas through teaching assistance are: (1) student literacy and numeracy have increased; (2) the ability and skills of MTs and MI teachers in adapting to technology in carrying out learning have increased; (3) extracurricular activities run well so that students can become good officers in the Indonesian Independence Day ceremony; and (4) the project of strengthening the profile of Pancasila students in MTs and MI with the theme "My Trash, My Responsibility" was achieved with ecobrik products.

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