



TRI NGA DEVELOPING CREATIVE VALUES ON P5 INTEGRATED THE ART & CULTURE OF SUBJECTS

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Abstract

The aim of this activity is to describe the teaching of TRI NGA (Understanding, Ngrasa, Nglakoni) students in developing creative values through the Strengthening the Integrated Pancasila Student Profile (P5) Project with SBDP content at SDN 3 KTWN. The subjects of this activity were 22 class IV students at SDN 3 KTWN for the 2022-2023 academic year, consisting of 10 male students and 12 female students. This empowerment activity uses the phenomenological method, namely a community service method that describes phenomena that occur in the field in a real and concrete way through data mining using observation, questionnaires, interviews and documentation techniques. The instruments used in this research were observation sheets, questionnaires, lists of questions, and activity documentation. The data analysis technique in this presentation is carried out using qualitative descriptive techniques referring to the Miles and Huberman analysis technique which consists of the stages of data collection, data reduction, data presentation and drawing conclusions. Project activities are carried out in five stages, namely 1) Introducing students to plastic, 2) Analyzing the conditions of the surrounding environment, 4) Analyzing the dangers of plastic waste, 3) Real action: how to overcome the plastic problem, 5) Work Title P5. The research results show that Tamansiswa TRI NGA teaching is able to develop students' creative values through the Pancasila Student Profile Strengthening Project (P5) which integrates SBDP content in class IV of SDN 3 KTWN.

Keywords: TRI NGA, Project for Strengthening Pancasila Student Profiles (P5), Creative, SBDP

INTRODUCTION

Education is a conscious and planned effort to provide guidance in developing the physical and spiritual potential given by adults to children in order to reach maturity and achieve goals so that children are able to achieve their potential and carry out their life tasks independently (Sylvia et al., 2021). Education is also a basic need for every human being or individual as a support in carrying out daily life and is a process of changing attitudes and behavior through teaching and training as well as introducing and developing science and technology to students through the world of formal education from an early age, because later they are future human resources (Rini & Tari, 2013; Nurkholis, 2013). Meanwhile, according to Yunus et al., (2023) education is an effort to prepare skills that must be possessed or mastered by individuals to be able to enter life thoroughly and perfectly. Education is also a tool to provide stimulation so that the potential within human individuals can develop as expected. Yunus et al., (2023) also explained that in order to achieve national education goals, a curriculum is needed as a guide for implementing learning. According to him, the curriculum is the heart of the learning or education process in schools to empower students' potential.

The Merdeka Curriculum in elementary schools is an improvement on the 2013 curriculum. The Merdeka Curriculum was inaugurated by the Ministry of Education and Culture, Research and Technology of the Republic of Indonesia (Kemendikbud Ristek RI). The Merdeka Curriculum is a

curriculum with diverse intra curricular learning where the content is more optimal so that students have enough time to deepen concepts and strengthen competencies. The independent curriculum is different from the education unit level curriculum (KTSP). In the independent curriculum, the main focus of the curriculum is the Pancasila Student Profile, which is one part that cannot be separated in the implementation stage of the independent curriculum. The implementation of the Pancasila Student Profile in the independent curriculum is closely related to the government's efforts to prepare Pancasila Students who are able to compete in global competition while adhering to the noble values of Pancasila (Suherman & Awal, 2023).

The Pancasila student profile is a form of translation of national education goals. The Pancasila student profile acts as the main reference that directs educational policies, including being a reference for educators in building the character and competence of students. The Pancasila student profile consists of six dimensions, namely: 1) faith, devotion to God Almighty, and noble character, 2) independence, 3) working together, 4) global diversity, 5) critical reasoning, 6) creative. These six dimensions need to be seen as a whole as one unit so that each individual can become a lifelong learner who is competent, has character and behaves in accordance with the values of Pancasila. Educators need to develop these six dimensions comprehensively from early childhood education (Kemendikbudristek, 2022).

Nursalam & Suardi, (2022) and Widya S. Ps. i et al., (2023) explained that the six dimensions of the Pancasila student profile are interrelated and strengthen each other so that efforts to realize a complete Pancasila Student Profile require the development of these six dimensions simultaneously, not partially. According to Hasanuddin et al., (2022) there are two aspects that influence the success of the Pancasila student profile, namely internal aspects and external aspects. The internal aspect is within the student, while the external aspect is an aspect from outside the student that is related to the current life that is being faced. Rossa, (2023) explained that the project to strengthen the profile of Pancasila students (P5) is an interdisciplinary learning in observing environmental problems and thinking about solutions to strengthen various skills of the profile of Pancasila students. The Strengthening Pancasila Student Profile Project is implemented flexibly in terms of content, activities and project implementation time.

Mulyasa, (2023) explained that the project to strengthen the profile of Pancasila students was carried out by training students to explore real issues or problems in the surrounding environment and collaborate to solve these issues or problems. The Pancasila Student Profile Strengthening Project (P5) is a learning activity that applies cross-disciplinary knowledge through the process of observing and thinking about solutions to problems that exist in the surrounding environment. In its implementation, the Pancasila Student Profile Strengthening Project uses a project-based learning approach which is different from project-based learning in intra curricular programs in the classroom. The principles of the Pancasila Student Profile Strengthening Project include its holistic, contextual, student-centered and exploratory nature. The benefits of the project to strengthen the profile of Pancasila students include

being able to strengthen character and develop competence as active world citizens, being able to train problem-solving skills in various conditions and being able to show responsibility and concern for issues or problems around them.

The Strengthening the Profile of Pancasila Student (P5) project activities aim to grow the profile of Pancasila students, including having faith and devotion to God Almighty, and having noble character, global diversity, mutual cooperation, independence, creativity and critical reasoning. Mubarak, (2022) explains that creativity can be built through three elements, namely 1) producing original ideas, 2) producing original work and actions, and 3) having flexibility in thinking in finding alternative solutions to problems. Markhamah et al., (2022) explain that creative dimensions include, 1) originality/freshness, 2) sharp intelligence, 3) competence in selecting essential and necessary procedures in doing something, 4) having an attitude, purpose and awareness social. He also explained that the word creative means having creative power and having the ability to create. A person can be said to be creative if he has the following characteristics, 1) has high motivation, 2) is flexible, 3) considers creativity important and has an adventurous spirit, 4) is confident and believes in himself and does not always follow other people's opinions, 5) dare to take risks and are not afraid to be different from other people, 6) have high curiosity, 7) have a great sense of humor so they have new and fresh ideas.

The Merdeka Curriculum is designed to prepare students to face global challenges. Apart from the dimensions of the Pancasila Student Profile, 21st century skills are also needed to face today's global challenges. Creativity is one of the characteristics of the Pancasila Student Profile and 21st century skills that students must have. Zulfiani et al., (2023) explained that in the era of globalization, 21st century skills are skills that students must have. 21st century skills include critical thinking, problem solving, creativity, and collaboration. Thus, it can be concluded that the creative dimension is important to develop in order to respond to global demands and challenges. As Yusuf (2023) argues, 21st century skills include critical thinking, creativity, communication, collaboration, referring to an educational approach that aims to teach and develop skills that are considered important in facing the demands and needs of the global or modern era.

From the explanation above, it can be concluded that the focus of the Pancasila student profile is character development, one of which is creative character. According to Nisa et al., (2022) one of the Tamansiswa Teachings that can be applied to develop aspects of character is the Tri Nga teaching (understand, feel, act). First, the understand or understand stage is a stage where students need to know theoretically or know. Second, the feeling or feeling stage is the stage where students are able to take moral messages after the theory or material is given. Third, the acting stage is the stage where students apply or implement what they have known and felt in the previous stages. Based on this explanation, the researcher concluded that the Tri Nga teachings can be applied to develop the creative character

profile of Pancasila students which is integrated with the content of Arts, Culture and Crafts (SBDP) lessons in class IV SDN 3 KTWN.

SDN 3 KTWN as an elementary school educational institution in the 2022-2023 academic year is implementing a Merdeka Curriculum for the first time in class I and class IV. Thus, at SDN 3 KTWN the Project for Strengthening the Pancasila Student Profile was also implemented. The author, as a class IV teacher, has prepared a project module for strengthening the profile of Pancasila students with the theme Sustainable Lifestyle which will be implemented in semester 1 of the 2022-2023 academic year. The Project for Strengthening the Pancasila Student Profile is something new that researchers must understand. One of the dimensions that must be developed in the Project for Strengthening the Pancasila Student Profile (P5) is the creative dimension. Previously we explained the importance of the creative dimension in facing today's global challenges. Therefore, to achieve the objectives of the project to strengthen the profile of Pancasila students, especially developing the creative dimension, researchers carried out research with the title TRI NGA Developing Creative Values in SBDP Integrated P5.

METHOD AND PROCEDURES

This activity uses a phenomenologis activity aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups (Roosinda et al., 2021; Agustianti et al., 2022; Rukajat, 2018). This type of research is descriptive research. The subjects of this research were class IV students at SDN 3 KTWN, totaling 22 students consisting of 10 male students and 12 female students. This activity that describes a picture of phenomena that occur in the field in real terms and as they are. Data collection techniques in this research used observation techniques, questionnaires, interviews and documentation. The instruments used in this activity were observation sheets, questionnaire sheets, question lists, and activity documentation. The data analysis technique in this research was carried out using qualitative descriptive techniques referring to the Miles and Huberman analysis technique which consists of the stages of data collection, data reduction, data presentation, and drawing conclusions. Data collection was carried out during the learning process or project using observation techniques. Data collection using questionnaires and interviews was carried out after the project ended, namely during P5's work with exhibition visitor respondents. Documentation is photographs during project activities and work titles.

RESULTS

The Project for Strengthening the Profile of Pancasila Students with the theme Sustainable Lifestyle at SDN 3 KTWN entitled Managing Plastic for a Sustainable Earth. The project module was prepared by the author to be implemented in class IV at SDN 3 KTWN. Project activities are carried out in 5 stages, namely 1) Introducing students to plastic, 2) Analyzing the condition of the surrounding environment, 3) Analyzing the dangers of plastic waste, 4) Real action: how to overcome the plastic problem, 5) P5 Work Title.

This project is integrated with the SBDP subject for crafts and uses the teachings of *Tri Nga* (*Ngerti, Ngrasa, Nglakoni*) which the researcher explained in the literature review section to develop students' creative values or dimensions. First, the *ngerti* stage; This stage is in line with Stage 1 and Stage 2 of the project. At this stage, students understand the theory of plastic challenges and observe and analyze the conditions of the surrounding environment. Second, the *ngrasa* stage; this stage is in line with stage 3 of the project. At this stage, students are invited to understand the moral message that plastic waste is very dangerous for life. Students analyze the dangers of plastic waste for life and are invited to find solutions to reduce plastic waste. Third, the *nglakoni* stage; This stage is in line with the 4th stage of the project. At this stage, students carry out real action to overcome the problem of plastic waste by sorting waste in the school environment, making compost from organic waste and making crafts from plastic waste. From this project activity, researchers focused on examining students' creative values or dimensions.

During project activities, the author made observations of the creative dimensions of students. The results of the research are the result of observations of real actions carried out by students as well as the results of questionnaires and interviews with visitors to the work degree exhibition which was carried out at the final stage of the project regarding the creative value of the work of class IV students. The real action was carried out 5 times with 5 products produced by each student. The highlight of the project was an exhibition of work titles which was held during the distribution of report cards for semester 1 of the 2022-2023 academic year.

The results of observations of students' creative dimensions in implementing the P5 project on the theme of Sustainable Lifestyle showed that students' creative character scores were in the good category. The following is a table of observation results on the creative dimensions of the project to strengthen the profile of Pancasila students for class IV SDN 3 KTNW for 2022-2023.

Table 1 Observation Results of Real Action Creative Dimension 4

No	Nama	<i>Mengolah dan mencari inspirasi dan melahirkan gagasan baru</i>	<i>Memberikan ide yang berbeda dari teman yang lain</i>	<i>Menghasilkan gagasan yang bervariasi</i>	<i>Memiliki rasa ingin tahu, pemikiran orisinal, kolaborasi, fleksibel, dan kemandirian dalam pelaksanaan P5</i>	Persentase Hasil Observasi (%)
1	ALF	3	2	3	3	69
2	APB	3	2	3	4	75
3	ANM	3	3	3	4	81
4	ARP	3	3	3	4	81
5	BF	3	3	3	3	75
6	CSAP	3	2	3	3	69
7	DA	3	3	3	3	75
8	FGP	3	3	3	3	75
9	FIS	2	2	2	3	56
10	KTE	2	2	3	3	62
11	MF	3	3	4	3	81
12	MDS	3	3	3	3	75
13	NAN	3	3	4	4	88
14	NZTP	3	2	3	3	69
15	NS	3	3	3	4	81
16	NYAR	3	3	4	3	81
17	NAA	3	3	3	4	81
18	RK	3	3	3	3	75
19	RAK	3	3	3	3	75
20	RKA	3	3	3	3	75
21	SCS	3	3	4	4	88
22	ZAI	3	3	3	3	75

Information:

4: Very capable (76-100%)

3: Capable (51 – 75%)

2: Less Able (26 – 49%)

1: Unable (0 – 25%)

Calculation of the percentage of observation results using the formula:

$$\text{Mark} = \frac{\text{Total score obtained}}{12} \times 100\%$$

Determining the criteria for students' creative values by referring to the Sukardi Likert Scale, 2019 in the following table:

Table 2 Guidelines for Student Creative Values

<i>Interval Presentase</i>	<i>Kriteria</i>
Skor $\geq 80\%$	Nilai Kreatif Sangat Baik
$75\% \leq \text{Skor} \leq 79,9\%$	Nilai Kreatif Baik
$70\% \leq \text{Skor} \leq 74,9\%$	Nilai Kreatif Cukup Baik
$60\% \leq \text{Skor} \leq 69,9\%$	Nilai Kreatif Kurang Baik
Skor $\leq 59,9\%$	Nilai Kreatif Sangat Kurang Baik

Data collection was also carried out using questionnaires with respondents from visitors to the P5 work title exhibition. The following is a questionnaire sheet or questionnaire for visitors to the P5 exhibition:

Put a mark (✓) in the SS column if you strongly agree, S if you agree, KS if you don't agree, and TS if you don't agree!

Table 3 P5 Work Title Exhibition Visitor Questionnaire

No	<i>Pernyataan</i>	<i>PERSENTASE JAWABAN</i>			
		<i>SS</i>	<i>S</i>	<i>KS</i>	<i>TS</i>
1	Siswa mampu mengolah dan mencari inspirasi karya yang dibuatnya	74,13%	25,86%	-	-
2	Siswa mampu menghasilkan gagasan baru dalam karyanya	46,55%	53,44%	-	-
3	Hasil karya siswa inovatif dan bervariasi	65,51%	34,48%	-	-
4	Hasil karyasiswa mencerminkan kreativitas yang baik	18,96%	81,03%	-	-
5	Siswa mampu memodifikasi karya yang dihasilkannya	55,17%	44,82%	-	-
Rata-rata		52,64%	41,03%		

There were 63 student guardians who visited the work degree exhibition. Of the 63 visitors, there

were 58 visitors who were willing to fill out the questionnaire. The results of the questionnaire were obtained as follows:

- 1) Statement number 1, 43 respondents answered strongly agree, 15 respondents answered agree.
- 2) Statement number 2, 27 respondents answered strongly agree, 31 respondents answered agree.
- 3) Statement number 3, 38 respondents answered strongly agree, 20 respondents answered agree.
- 4) Statement number 4, 11 respondents answered strongly agree, 47 respondents answered agree.
- 5) Statement number 5, there were 32 respondents answered strongly agree, 26 respondents answered agree

Calculation of the percentage of questionnaire results uses the following formula:

$$\text{Mark} = \frac{\text{Number of people who answered}}{\text{Number of all respondents}} \times 100\%$$

Thus the percentage of questionnaire results for each question is as follows:

Table 4 Percentage of Questionnaire Results

No	<u>Pernyataan</u>	<u>JAWABAN</u>			
		<u>SS</u>	<u>S</u>	<u>KS</u>	<u>TS</u>
1	Siswa mampu mengolah dan mencari inspirasi karya yang dibuatnya				
2	Siswa mampu menghasilkan gagasan baru dalam karyanya				
3	Hasil karya siswa inovatif dan bervariasi				
4	Hasil karyasiswa mencerminkan kreativitas yang baik				
5	Siswa mampu memodifikasi karya yang dihasilkannya				

The following is some documentation of activities for implementing the integrated P5 project for SBDP subjects with craft content.



Figure 1. Example of activity P5 is making bags from used mineral water bottle caps



Figure 2 P5 Work Degree Activities

CONCLUSION

The implementation of *Tri Nga* on Project for Strengthening the Profile of Pancasila Students with the theme of a sustainable lifestyle integrated with SBDP subjects with craft content is able to develop the creative values of class IV students at SDN 3 KTNW in 2022-2023. The research results show that students' creative scores are included in the good category. Students are able to process or look for inspiration and give birth to new ideas and are able to produce work that is different from other friends. Students are able to modify their work so they can produce new work. Students are able to produce varied ideas and have independence in producing work. The project to strengthen the Pancasila Student Profile with the theme of a sustainable lifestyle is able to develop student creativity. The teacher's role in implementing the project is as a facilitator and motivator.

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