Implementation of the P5 Merdeka Curriculum in Developing Student Creativity in Modern Boarding School Institutions

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Abstract

This research explores the implementation of the P5 Independent Curriculum in modern boarding schools to develop student creativity. The study aims to understand how the P5 program is applied and analyze activities that foster creativity. Using a narrative descriptive method, data is collected through interviews and observations. Findings reveal that the Independent Curriculum, which emphasizes the Pancasila Student Profile (P5) project, has been integrated into pesantren education through various extracurricular activities that support student creativity. However, several challenges hinder creativity development, including limited resources and rigid learning methods.

To address these issues, proposed efforts include providing creativity training for teachers, adopting versatile and interactive teaching methods, enhancing facilities, increasing curriculum flexibility, and fostering a culture that values failure as part of learning. By implementing these solutions, student creativity can be nurtured in alignment with the goals of the Merdeka Curriculum in modern boarding schools.

Keyword

P5 medeka curriculum, creativity development, modern boarding school institution.

Abstrak

Penelitian ini mengeksplorasi implementasi Kurikulum Merdeka P5 di pesantren modern untuk mengembangkan kreativitas santri. Studi ini bertujuan memahami bagaimana program P5 diterapkan serta menganalisis aktivitas yang mendukung pengembangan kreativitas. Metode yang digunakan adalah deskriptif naratif dengan pengumpulan data melalui wawancara dan observasi.

Hasil penelitian menunjukkan bahwa Kurikulum Merdeka, yang menekankan proyek Penguatan Profil Pelajar Pancasila (P5), telah diintegrasikan dalam pendidikan pesantren melalui berbagai kegiatan ekstrakurikuler yang mendukung kreativitas santri. Namun, terdapat beberapa tantangan yang menghambat pengembangan kreativitas, seperti keterbatasan sumber daya dan metode pembelajaran yang kaku.

Untuk mengatasi hambatan tersebut, upaya yang diusulkan mencakup pelatihan kreativitas bagi guru, penerapan metode pembelajaran yang variatif dan interaktif, peningkatan fasilitas, fleksibilitas kurikulum, serta membangun budaya yang menghargai kegagalan sebagai bagian dari proses belajar. Dengan menerapkan solusi ini, kreativitas santri dapat dikembangkan sesuai dengan tujuan Kurikulum Merdeka di pesantren modern.

Kata Kunci

Kurikulum Merdeka P5, pengembangan kreativitas, institusi pesantren modern.

INTRODUCTION

The curriculum is an important component in determining the direction of education(González-Pérez & Ramírez-Montoya, 2022). Over time, the curriculum always undergoes a process of renewal with developments that occur in society, where the main targets are students, society, and the subjects to be taught. In the world of education, one of them is in a modern boarding school institution that has its own compiled educational program including formal, non-formal and informal education (Wafi et al., 2023) In this case, it never escapes the reforms that are being implemented. Educational reform must continue to be developed in accordance with the relevance of community needs. In the implementation of an independent curriculum with a P5 essence, the Pancasila Learner Profile Strengthening Project from the Ministry of Education Standards, Curriculum and Assessment (BSKAP) is an interdisciplinary project that is contextual and based on community needs and problem-based in the school environment. The implementation of the Pancasila Student Profile Strengthening Project is carried out flexibly in content, activities, and implementation time. The implementation of the independent curriculum p5 can produce independent students, acquiring the necessary skills in various aspects such as planning, selecting, budgeting, managing, and others. In addition, p5 also develops students' creativity. That way, students will find solutions to overcome problems in a more effective and efficient way.

Creativity is the ability to think of various alternative answers(Suherman & Vidákovich, 2022). According to Winkel, creativity is a rational way of thinking rather than the thinking of others. Michael Michalko in his book explains that creative thinking is the ability to tolerate, ambiguity, dissonance, incoherence, and things that are out of place. A creative thinker looks at problems in a variety of ways and examines all variables and looks for the unexpected. By developing students' creativity, students will be better prepared to face the problems and challenges of globalization that are rampant out there or in society later. Creativity is one of the important abilities that need to be developed in education, including in modern boarding school institutions. The Merdeka Curriculum, with the Pancasila Student Profile Strengthening Project (P5), provides space for the development of student creativity through flexible and contextualized learning. It was noted that from several modern boarding schools, the average has been implemented in the program carried out by the Government, although some are still using K13. One of them is a boarding school that has implemented the independent curriculum p5 program, namely the modern Islamic boarding school in batam Granada International Islamic Boarding School (Granada IIBS), which states that the independent curriculum has 3 main advantages, namely simpler and deeper because it focuses on essential material, more liberating for students, teachers, and schools, and more relevant and interactive.

There are several studies that also examined the title Improving Student Creativity as Part of P5 at SMP Negeri 2 One Roof Seberuang, conducted by Ferdinanda Itu Meo, which states that increasing students' creative learning experiences through captivating learning media requires strong encouragement and support from parents, teachers, and the learning environment. Adequate learning facilities play an important role in shaping students' creativity, as parents' provision of resources for talent development and teachers' role as facilitators and mentors are crucial. Collaborative parental and teacher support in enhancing student creativity through engaging learning media offers an effective solution in this educational context. Engaging learning media not only captivates students but also involves students in the learning process, providing positive feedback to teachers. The main objective of this initiative is to enhance student creativity, provide understanding, and motivate interest in learning at SMP Negeri 2 One Roof Seberuang (Meo et al., 2023). Another study with almost the same title The Application of the Project-based Learning Model in Review of the Independent Curriculum in Developing Religious Education Learning Creativity conducted by Dewi Angelia states that the learning model applied is in accordance with the achievement of creativity and the independent curriculum, because students can accept Project Based Learning as a learning model that helps students in developing student

creativity in learning according to the independent curriculum. Which is more conceptualized so that the achievement of students' creativity can be maximized (Dewi Anggelia et al., 2022)

From these two studies, there are several similarities, namely developing student creativity in achieving an independent curriculum in increasing critical thinking in accordance with the Pancasila Student Profile Strengthening Project program in an independent curriculum. Although in the two studies there are differences, namely the use of methods in analyzing one another. However, in this research, it is centered on boarding school educational institutions which have an influence on students in the development of science and technology which is growing rapidly, so it is necessary to upgrade in developing students' abilities both in terms of academic or non-academic. However, several factors become obstacles in developing students' abilities including challenges for educators in implementing the independent p5 curriculum starting from facilities, school needs and less capable human resources. And also the challenge of educators in boarding school institutions to understand first how to implement the independent curriculum p5 program. In this case, there needs to be a follow-up from the pesantren education institution to anticipate in realizing the character of students in accordance with the learning objectives. This research is important which aims to understand the implementation of the independent curriculum p5 program in modern boarding schools and also to analyze the activities that make a source in developing student creativity in modern boarding school institutions. The focus of this research is that modern boarding school institutions have played their functions and roles in accordance with the demands of society in their day. To see how the implementation of the independent learning curriculum is, this research is important, especially to see how it is implemented in Islamic boarding schools as an important part of producing the next generation of the nation.

METHODE

The approach in this research uses a qualitative approach. According to John W. Creswell, qualitative research is a method for exploring and understanding the meaning that a number of individuals or groups of people ascribe to social or humanitarian problems. This research process involves important efforts, such as asking questions and procedures.This research is descriptive narrative, descriptive narrative research is a research strategy in which researchers investigate the lives of individuals and ask a person or group of individuals to tell their lives. Narrative descriptive research is research that collects data in the form of words, pictures and not numbers. Thus, the research report will contain data quotations to illustrate the presentation of the report. In writing the report, the researcher describes, describes the data or reports the existing facts. Based on the description above, the researcher only describes, describes, or reports phenomena or realities that focus on developing student creativity in modern boarding school institutions.

RESULT AND DISCUSSION

Based on the results of observations and interviews at modern boarding school institutions, in reality, it has been implemented before the independent curriculum and has been implemented and applied even though there is one institution that still has not implemented the independent curriculum program. However, it is not a barrier in developing student creativity. Overall, boarding school institutions have given students the freedom to learn according to their interests and talents through various autonomous bodies that were formed before the government decided on the curriculum. In terms of implementing the independent curriculum with the essence of the project to strengthen the Pancasila student profile (p5) which has been implemented in pesantren educational institutions, there are various extracurricular activities and programs that support the creativity of students in the learning process. The following are the results of this research:

1. The condition of extracurricular activities at modern boarding school institutions.

a. There are several extracurricular activities in pesantren educational institutions where only some activities are running well and some are still less than optimal.

b. Some extracurricular activities do not have facilities that support student creativity.

2. Inhibiting factors:

a. Limited facilities and resources: The facilities available are inadequate to support the various extracurricular activities. Tools and materials for creative activities such as arts and crafts are limited.

b. Lack of tutors to assist students in learning.

3. Pesantren's Role in Student Creativity Development

a. Creating a conducive learning environment that supports students' creative expression.

b. ntegrating Technology in Learning: Using digital tools and online platforms to enrich students' learning experience.

c. Organizing Training and Workshops: Organizing training and workshops for teachers to improve their competence in creative learning methods.

d. Collaboration with External Parties: Collaborate with other educational institutions, creative communities, and industry practitioners to provide new insights and experiences for students. Invite resource persons from outside the pesantren to provide inspirational and motivating material for students.

4. The Positive Impact of Implementing P5 of Merdeka Curriculum in Developing Student Creativity.

a. Improved Critical and Innovative Thinking Skills: Students become more skilled at analyzing problems, finding creative solutions, and thinking critically.

b. Higher Learning Motivation: Varied and fun learning increases students' motivation to learn and explore new things.

c. Development of Social and Collaborative Skills: Project activities and group work improve students' ability to cooperate, communicate and collaborate with others.

Before discussing in depth, first understand the meaning of p5 Merdeka curriculum which is being implemented by the Minister of Education in improving education in Indonesia. The Merdeka Curriculum is an innovation in the field of education that aims to create a holistic and student-centered learning environment. This concept was introduced as a solution to overcome the various problems faced by the conventional curriculum system, which is often still less flexible and less able to bring students towards better development. The independent curriculum has a distinctive feature, namely the implementation of the Pancasila Student Profile Strengthening Project, abbreviated as P5. The p5 program is a student-centered Pancasila Student Profile Strengthening Project in placing the talents and interests that students will develop. Which creates Pancasila students who have characters that are commensurate with Pancasila values, namely faith and devotion to God Almighty, global diversity, mutual cooperation, independence, critical reasoning, and creativity. The implementation of the p5 program has a distinctive nature because its application is not integrated with learning in each subject, but every subject given to students where students are given the opportunity to develop skills and knowledge, such as the attitude of students who have received learning to friends, and friends.

The Pancasila Student Profile Strengthening Program (P5) aims to provide opportunities for students to feel and experience experiences that are an important part of student character building. This program also provides opportunities for students to learn from their surrounding environment. It is hoped that through the implementation of this program, students will be inspired and motivated to be active and care about the environment around students. In addition, the implementation of P5 activities can also increase students' confidence in their work, develop students' potential, and help identify students' interests and talents in certain fields (Annisa Intan Maharani et al., 2023) An independent curriculum program designed for students to choose subjects or extracurricular activities that students are interested in, so that what is desired and aspired to is in accordance with what is dreamed of. As well as fostering active teachers or students in the world of education.

The teacher becomes a support or facilitator for students in developing students' talents and interests. Without an adequate tutor, it will become an obstacle in developing the potential of students. P5 is a method of instilling character education in students using a learning approach based on integrating Pancasila values in it. Islamic boarding schools become a place to produce a generation that has morals and is in accordance with the character contained in the Pancasila values. Boarding school educational institutions have their own extras in developing students' talents and interests that develop critical and creative thinking (DN Mahmudah, 2023). The components contained in the p5 independent curriculum have been implemented in modern boarding school institutions such as praying in congregation, organizational awareness, mutual assistance (mutual cooperation) and independence, namely being responsible for their actions. In the institution, students are also honed to reason critically who are responsive to all information obtained. Likewise, creatives who always innovate in producing a work that certainly has a positive effect on the surrounding environment. It can be concluded that the p5 Merdeka curriculum is an innovation designed in an interdisciplinary project to improve students' ability to reason, think critically and be responsive to information and problems that students will face in the future.

Creativity is defined as a pattern of student behavior that is active, full of curiosity, cannot stop asking questions, and is motivated to grow both in themselves and others. According to Clark Moustakis in Utami Munandar (2014:18) "Creativity is the experience of expressing and actualizing individual identity in an integrated form in relationship with oneself". Roger's also states that "creativity is the tendency to self-actualize, realize potential, the urge to develop and mature, the tendency to express and activate all the abilities of the organism." Furthermore, "creativity is a person's ability to give birth to something new or a combination of existing things so that it seems to exist" So it can be concluded that the ability of a new combination created in a person, as well as a great sense of curiosity and motivated to grow and develop both for oneself and others. Boarding school educational institutions view creativity as a lifestyle, a way of perceiving the world of creative living means developing talents within a person, learning to use one's own abilities optimally, there are new activities, developing sensitivity to environmental problems, and giving birth to new thoughts in solving problems. In terms of the implementation of the independent curriculum with the essence of the project to strengthen the Pancasila student profile (p5) which has been implemented in previous pesantren educational institutions, there are various extracurricular activities and programs that support in developing the creativity of students in the learning process. However, there are several obstacles that sometimes hinder students in the learning process. Some of them are the rare presence of a supervising teacher who guides students. Usually in hadrah extracurriculars that often occur due to the rare presence of a teacher who accompanies students results in inhibiting students in developing students' talents

and interests. With the awareness of educators, it will help student development as expected. In some things that hinder the development of student creativity, there are several solutions that will minimize the occurrence of things that are not expected, namely:

- Increase curriculum flexibility: Create a flexible and adaptable curriculum that allows students to explore their interests. This can include real-life projects, problem-based learning and activities that allow students to explore different disciplines.
- Reduce academic pressure: Reduce the burden of assignments and exams with more creative projects and engaging learning activities. Teachers can provide portfolio-based assessments that assess students' creative processes and outcomes, not just test scores.
- Provide supportive facilities and resources: Schools should provide facilities that support creative activities, such as art spaces, computer labs, libraries with a wide range of books and media, and access to the latest technology. In addition, partnerships with local communities or technology companies can provide additional resources.
- Create a supportive environment: Create an environment that fosters creativity involving teachers, parents and the community. This can include teacher training to support creativity and programs that involve parents in their children's learning.
- Application of versatile and interactive learning methods: Using interactive and engaging learning methods, such as project-based learning, educational games, simulations, group discussions and collaboration. Teachers can create a fun and challenging classroom environment where students are free to experiment and try new ideas.
- Create a culture that values failure as part of learning: Create a school culture that considers failure as part of learning. Teachers and parents should value students' efforts and creative ideas, not just the end result. This may include giving constructive feedback and encouraging students to try again after failure.
- Provide creativity training to teachers: Provide training to teachers to stimulate and develop students' creativity. This may include workshops, seminars or professional development programs that focus on teaching techniques that support creativity.

From some of the descriptions above, it can increase student creativity in modern boarding school institutions. Which is an education center that is in great demand by the community. So there needs to be an increase in developing student creativity from effective and conducive activities in accordance with the educational objectives of modern boarding school institutions.

CONCLUSION

The Merdeka Curriculum is an innovation in education that aims to create a holistic and student-centered learning environment. The independent curriculum has a distinctive feature, namely the holding of the Pancasila Student Profile Strengthening Project, abbreviated as P5. The p5 program is a Pancasila Student Profile Strengthening Project which is centered on students in placing talents and interests to be developed. Islamic boarding school educational institutions view creativity as a lifestyle, a way of perceiving the world of creative living means developing talents within a person, learning to use one's own abilities optimally, there are new activities, developing sensitivity to environmental problems, and giving birth to new thoughts in solving problems.

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