

## Participatory Action in Optimizing the Operational Curriculum of Educational Units Containing the Profile of *Pancasila* and *Rahmatan lil Alamin*

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### Abstract

The essential need for character education development in the Operational Curriculum of Educational Units (KOSP) at SDN 3 Pagentan and SDN 2 Wonorejo is evident. However, the existing KOSP documents, initially adapted from another school due to a lack of knowledge in KOSP development, do not fully align with the characteristics and needs of the school community. This service empowers teachers in both schools to enhance their understanding of KOSP and develop documents enriched with the Strengthening Project for the Profile of *Pancasila-Rahmatan lil Alamin* Students (P5-RA), considering each school's unique characteristics and needs. Using a participatory action research (PAR) approach, the service involves problem identification, analysis, action preparation, program socialization, implementation, and monitoring and evaluation. The instruments include tests and assessment rubrics, revealing a significant improvement in teachers' knowledge of KOSP, with scores increasing from 71 to 80 in the moderate category. The service activities also produce a grand design of character integrated into KOSP documents enriched with P5-RA, developed by teachers in both schools based on their unique characteristics and needs. In summary, this service positively impacts teachers' knowledge and optimizes the availability of KOSP documents enriched with P5-RA as guidelines for strengthening character education in schools.

### Keywords

Character; Educational Unit Operational Curriculum; Participatory Action Research; Project for Strengthening *Pancasila* Student Profiles; *Rahmatan lil Alamin*



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## 1. INTRODUCTION

The government is serious about improving character education, realized through the Independent Curriculum (Permendikbud, 2020) as a response to conditions of decline in character values in various countries (Dempster, 2020). Indonesia is no exception. The government's seriousness in improving character education is also reflected in Permendikbudristek No. 56/M/2022, which mandates Strengthening the *Pancasila* Student Profile (P5) in educational units. This regulation is strengthened by the Minister of Religion Regulation Number 2 of 2020 concerning strengthening character education by Strengthening the *Pancasila* Student Profile-*Rahmatan Lil Alamin* Student Profile (P5-PPRA).

In its implementation, education units/schools play a crucial role in creating Indonesian citizens with character. In character education, schools have a dual role in building performance character for academic success and forming good moral and ethical character (Lickona, 2022). Character education in schools includes values that must be instilled, curriculum content, learning, assessment, educators and education staff, and other related components (Fahmi et al., 2021).

Ideally, schools need to *break down* Permendikbudristek No. 56/M/2022 and Minister of Religion Regulation Number 2 of 2020 in the form of a practical document containing all learning implementation plans, including character education or what is known as the Educational Unit Operational Curriculum (KOSP). KOSP needs to be prepared contextually and relevant for schools, especially for students achieving P5-RA and Learning Outcomes, which refer to Graduate Competency Standards (Hastasasi et al., 2022).

However, in its implementation, there are several problems in developing KOSP containing P5-RA characters in schools. This is shown by the existence of schools that only adapt and even adopt the Educational Unit Operational Curriculum (KOSP) from other schools, so they do not yet reflect the characteristics of each school (Muhlasin, 2018). Apart from that, in East Java elementary schools, almost all do not yet have a grand design for character education, and core values are not integrated into the school vision (Akbar, 2013).

Problems related to the development of KOSP documents containing P5-RA character education were also experienced by SDN 3 Pagentan and SDN 2 Wonorejo. Based on the results of interviews with KOSP preparation teachers in both schools, it was concluded that refreshing the KOSP document was carried out by adopting KOSP from other schools. Furthermore, based on observations of the KOSP documents

owned by the two schools, it was concluded that the available KOSP documents did not contain P5-RA elements reflecting the school's characteristics and needs, especially for students.

The lack of teacher knowledge is a factor in the unavailability of KOSP documents containing P5-RA based on the characteristics and needs of schools and students at SDN 3 Pagentan and SDN 2 Wonorejo. Based on the results of interviews with the two school principals, it was found that teachers are very dependent on the availability of school development programs, training, or *in-house training*. Then, these findings were strengthened by the results of interviews with teachers at both schools, which stated that the teachers at the schools were still at the stage of knowing what KOSP was but did not yet fully understand the technicalities of developing KOSP.

Considering the Body of Knowledge that has been established by the *Madrasah Ibtidaiyah* Teacher Education Study Program Association (PGMI) in aspects of character and spiritual issues, the problem of developing KOSP containing P5-RA can be overcome through collaboration between the PGMI Study Program and SDN 3 Pagentan and SDN 2 Wonorejo. As a concrete solution, it is essential to implement the Educational Unit Operational Curriculum Optimization Assistance program containing the Strengthening of *Pancasila* Student Profiles and *Rahmatan lil Alamin* Student Profiles at both schools.

The previous service also specifically reported the results of assistance related to the preparation of KOSP. Hasibuan et al. (2023) reported that using online training and mentoring methods for PAUD teachers throughout Medan City can increase teacher knowledge regarding the independent curriculum and the preparation of KOSP. Husain et al. (2023) reinforce this finding, showing that training methods for kindergarten/PAUD teachers in the North Kolaka district can increase teachers' knowledge about implementing the independent curriculum and producing KOSP documents. On the other hand, stated that online socialization and mentoring methods at five high schools in Bali were able to understand new teaching paradigms and develop a flow of learning objectives and teaching modules. Rijanto & Rahayuningsih (2023) used online and offline mentoring methods at UPT SD Negeri 25 Gresik and increased the knowledge of school principals and teachers regarding the preparation of KOS and the realization of quality partner KOS.

However, most previous services reporting the use of socialization and mentoring methods in increasing knowledge about the independent curriculum and preparing KOSP did not include studies on KOSP mentoring containing P5-RA. In this

service, PAR is a method to improve teachers' knowledge about the development of KOSP and the availability of KOSP containing P5-RA following the characteristics and needs of schools, especially students in both schools. Thus, a collaboration between the PGMI Study Program and schools will be a strong foundation for realizing holistic character education in line with P5-RA values.

## **2. METHODS**

This service uses the Participatory Action Research (PAR) method, which is characterized by the active participation of stakeholders in identifying, designing, and implementing solutions to specific problems (Wright, 2015). In this approach, research participants act as decision-makers, from formulating research questions to implementing actions based on the resulting findings and recommendations (Cornish et al., 2023). The collaboration between the PGMI study program at the Islamic University of Malang and the Islamic University of Lamongan responded to the problems faced by partners, namely SDN 3 Pagentan and SDN 2 Wonorejo, by assisting in optimizing KOSP containing P5-RA. This mentoring was carried out from 6 November to 18 December 2023 and involved all 23 teachers from both schools (11 teachers at SDN 3 Pagentan and 12 teachers at SDN 2 Wonorejo). In this service, the PAR method is applied through the following stages: 1) Rearranging maps and identifying problems based on the challenges faced by the community, 2) Holding focus group discussions and analyzing problems, 3) Preparing a joint action program with the parties involved, 4) Socializing program, 5) Implementing the program, 6) Monitoring and evaluating the program (Muhtarom, 2018; Visser & Kreemers, 2020).

To determine the effectiveness of the implementation of mentoring, this research used several instruments, namely: 1) pre-post questions on teacher knowledge of the educational unit's operational curriculum, 2) the KOSP assessment rubric containing P5-RA which was adapted from the KOSP validation instrument of the Surabaya city education office. Data from test results, questionnaires, and assessment rubrics are then analyzed using  $\text{Final Score} = (\text{obtained score} : \text{maximum score}) \times 100$  (Arifin, 2016). Furthermore, after receiving the test scores, an analysis of increasing knowledge was carried out using the normalized gain index formula with the categories high ( $g > 0.7$ ), medium ( $0.7 > g > 0.3$ ), and low ( $g < 0.3$ ) (Hake, 1998; Nissen et al., 2018).

### 3. FINDINGS AND DISCUSSION

This service activity involved a collaborative team of lecturers from the *Madrasah Ibtidaiyah* Teacher Education Study Program, Islamic University of Malang, and Lamongan Islamic University. The implementation of this service uses the Participatory Action Research (PAR) method with the following service results.

#### 3.1. Remapping and Problem Identification

On November 6, 2023, at SDN 3 Pagentan, a discussion was held involving the participation of teachers from both schools and *Madrasah* Principals and SDN 2 Wonorejo regarding remapping and identifying problems related to the preparation of KOSP documents containing P5-RA. The discussion aims to evaluate the availability of KOSP documents and understand the obstacles faced in realizing KOSP documents containing P5-RA.



**Figure 1.** Discussion of Remapping and Problem Identification between the Community Service Team and SDN 3 Pagentan and SDN 2 Wonorejo

During the discussion, it was found that the current curriculum document did not reflect the characteristics of the school, as expressed by Mr. Ainur (SDN 2 Wonorejo). Many KOSP documents are adopted from other schools without special consideration of the needs and characteristics of each school. This results in minimal teacher involvement in curriculum preparation, especially P5-RA content. The highlight is that the refreshing of KOSP documents containing P5-RA was only carried out under the supervision of Mr Ainur. Mr. Kharis' statement (SDN 3 Pagentan) also reflects that many teachers do not understand the mechanism for preparing KOSP, especially those related to P5-RA, and tend to rely on school training programs or in-house training. The joyous enthusiasm of the teachers to improve the quality of education, as conveyed by the principals at both SDNs, was acknowledged. However,

they admitted deficiencies in understanding the steps required in designing KOSP containing P5-RA.

Based on these findings, several gaps occur in preparing the KOSP, which has been carried out and does not follow the principles. Curriculum preparation should consider each school's unique characteristics and needs (Fomunyam & Teferra, 2017; Strogilos et al., 2023). Teacher involvement is critical to ensuring the relevance and effectiveness of the curriculum (Pak et al., 2020; Shower, 2017). Teachers should have a deep understanding of the mechanisms of curriculum preparation (Jenkins, 2020; Voogt et al., 2016).

### ***3.2. Focused Group Discussions and Problem Analysis (Collective Meeting)***

Based on the discussions and observations, the service team and the teachers and principals of SDN 3 Pagentan and SDN 2 Wonorejo identified two main root problems related to the lack of KOSP documents containing P5-RA in both schools. First, it was revealed that the refreshing of KOSP documents containing P5-RA only occurred during supervision, indicating the need for a more proactive and structured curriculum approach. Second, teachers' ability to integrate P5-RA characteristics highly depends on school development programs, training, or in-house training. This highlights the need for a more sustainable and structured approach to developing teacher skills. The impact of these two problems is reflected in the inability of teachers to build KOSP containing P5-RA, which results in a lack of maximum effort by schools to support character education.

These findings underscore the urgency of adopting a more proactive and structured curriculum approach in responding to changing educational needs and developments. The curriculum should be a dynamic tool, continuously updated according to the local context and educational developments (Ima Frima Fatimah, 2021). The lack of initiative in refreshing the KOSP document containing P5-RA only during supervision reflects non-compliance with these principles. In addition, character education emphasizes the need for a sustainable and structured approach to developing teacher skills to ensure the effectiveness of character education in the school environment (Lickona, 2022).

### ***3.3. Action Preparation Stage***

Based on the results of the analysis, the collaboration between the service team, SDN 3 Pagentan, and SDN 2 Wonorejo, which was carried out on November 7 at SDN 3 Pagentan, resulted in the design of a concrete and sustainable action program. The

main focus of this activity is assistance in optimizing KOSP containing P5-RA. The substance of the activity is divided into two main points, namely assistance in determining the character of P5-RA, carried out with resource person Mrs. Dr. Mamlu'atul Hasanah, M.Pd.I, and help in developing KOSP containing P5-PPRA, directed by the driving facilitator Mrs. Ummu Khairiyah, M.Pd. It is hoped that this collaboration will positively and sustainably impact the development of character education in both schools.



**Figure 2.** Discussion of the action preparation stage

Collaboration carries the concept of assisting the optimization of KOSP containing P5-RA. Character education supports the idea that students' character can be improved through a structured and sustainable approach (Crossan et al., 2017). Practically, this action program shows concrete efforts through collaboration with the service team, resource person Mrs. Dr. Mamlu'atul Hasanah, M.Pd.I, and driving facilitator Mrs. Ummu Khairiyah, M.Pd. Assistance in determining the character of P5-RA is directed at producing policies based on analyzing school needs and context. In contrast, assistance in developing KOSP containing P5-RA is carried out to ensure it is effectively integrated with learning practices. Thus, this collaboration makes a real contribution to the application of character education theory into educational practice at SDN 3 Pagentan and SDN 2 Wonorejo; it is hoped that it will create a positive and sustainable impact in developing students' character.

### ***3.4. Program Socialization***

Carrying out outreach activities is crucial in introducing assistance to Basic Education Institutions at SDN 3 Pagentan and SDN 2 Wonorejo to implement assistance for optimizing KOSP containing P5-RA. The service team socialised for all assisted subjects on November 15, 2023, at SDN 3 Pagentan. A rundown of mentoring activities was presented, as shown in Table 1.

**Table 1.** Rundown of Community Service Activities

| <b>Date</b>               | <b>Activity Steps</b>  | <b>Person responsible</b>     |
|---------------------------|--|-------------------------------|
| November<br>20, 2023      | 1. Opening of training activities  | Service Team                  |
|                           | 2. Group dynamics  |                               |
|                           | 3. Delivery of material by the resource person   | Alfiatus                      |
|                           | 4. Working on the LK to determine the character of the P5-PPRA being developed   | Syarofah,<br>M.Pd.I. and      |
|                           | 5. Discussion of the selection of P5-PPRA characters that were developed   | Risna Rianti<br>Sari, M.Pd.I. |
|                           | 6. Participants write down their understanding and opinions regarding what they have gained during the training                  | Service Team                  |
|                           | 7. The service team, together with the participants, assessed the training process that had been followed                        |                               |
|                           | 8. Participants fill out a training survey   |                               |
| 21<br>November<br>2023    | 1. Opening of training activities  | Service Team                  |
|                           | 2. Delivery of material by the resource person   | Umm                           |
|                           | 3. Work on the LK for developing KOSP documents containing P5-PPRA characters  | Khairiyah,<br>M.Pd.           |
|                           | 4. LK presentation   | Service Team                  |
|                           | 5. Participants expressed their understanding and opinions regarding what they had obtained during the training                  |                               |
|                           | 6. The service team, together with the participants, assessed the training process that had been followed                        |                               |
| 4 - 5<br>December<br>2023 | 1. The service team and the school discussed the results of the development of the KOSP document containing the school's P5-PPRA | Service Team                  |
| December<br>18, 2023      | 1. The service team and the school discussed the results of the development of the KOSP document containing the school's P5-PPRA | Service Team                  |
|                           | 2. The service team fills in the P5-PPRA strengthening measurement rubric  |                               |



The aim of program socialization, especially in mentoring the optimization of KOSP containing P5-RA, is to create understanding, awareness, and strong support from stakeholders, especially parties directly involved in implementing the program. (Cornish et al., 2023) . Socialization aims to transfer knowledge and program values to them so they understand the concepts, objectives, and benefits of the program being promoted.

### ***3.5. Program Implementation***

On November 20-21, 2023, a mentoring program for the development of the Educational Unit Operational Curriculum (KOSP) containing the Strengthening of the *Pancasila* Student Profile-*Rahmatan Lil Alamin* (P5-RA) Student Profile was carried out at SDN 3 Pagentan. Twenty-three teachers from SDN 3 Pagentan and SDN 2 Wonorejo participated, with details of 12 teachers from SDN 3 Pagentan and 11 teachers from SDN 2 Wonorejo. This activity consists of two main aspects.

Firstly, in assisting in determining the character of P5-RA, Figure 3 shows the delivery of material by resource persons Mrs. Alfiatus Syarofah, M.Pd.I., and Risna Rianti Sari, M.Pd.I., from the P5-RA team at UIN Maulana Malik Ibrahim Malang on November 20 2023 at SDN 3 Pagentan. In its implementation, after the resource person delivered the material, participants were divided into two groups in each school to hold discussions to formulate P5-RA characters based on the analysis of Worksheet (LK) 1.1 (see Figure 4). Next, after everyone presented the results of their group discussions (see Figure 5), two groups from one school were asked to become one group to agree on the character of their respective schools.

Discussions at each school resulted in the character "Believers, devoted to God Almighty, noble, independent, creative, civilized (*Taaddub*), and exemplary (*Qudwah*)" at SDN 3 Pagentan, as well as "Believed, devoted to God Almighty, have morals noble, independent, creative, dynamic and innovative (*Tathaawur wa Ibtikar*), civilized (*Taaddub*), and citizenship and nationality (*Muwatanah*)" at SDN 2 Wonorejo.



Figure 3. Delivery of P5-RA Material



Figure 4. Group Discussion in Character Formulation on Worksheet 1.1



Figure 5. Presentation of Group Character Determination

Second, in assisting in developing KOSP containing P5-PPRA, which is shown in Figure 6, the material was delivered by Mrs. Ummu Khairiyah, M.Pd.I, with a focus on the essence of KOSP, the *Pancasila* student profile, the Basic Framework of the Independent Curriculum, and KOSP components. Participants answered 18 knowledge test questions about KOSP before and after the material using the Quiziz application. Each school forms a group to analyze the characteristics of the school and

formulate a concrete action plan to realize the KOSP document containing P5-RA. The real action plan for SDN 3 Pagentan is shown in Figure 7, and SDN 2 Wonorejo in Figure 8. The real action plan for both schools details five activities to complete the KOSP document containing P5-RA. This entire activity shows a combination of the principles of collaborative learning (Baker, 2015), constructivism (Xu, 2019), and school development to implement a quality and relevant curriculum.



Figure 6. Delivery of KOSP material

LEMBAR KERJA RENCANA AKSI NYATA  
SDN 3 PAGENTAN

| No | Kegiatan yang Direncanakan                            | Tujuan Kegiatan  | Waktu Kegiatan                 | Yang Terlibat           |
|----|---|--|--------------------------------|-------------------------|
| 1. | Komitmen Sat. Pendidikan                              | 1) mengemban karakteristika sat. pendidikan                    | 25 November 2023               | KS, Guru, Siswa, Komite |
| 2. | penyusunan visi misi                                  | 1) menyusun visi & misi  | 27-29 November 2023            | -4-                     |
| 3. | Pangorganisasian Pembelajaran Sat. Pendidikan         | 1) menyusun <sup>pengorganisasian</sup> rencana pembelajaran   | 30 November - 9 Desember 2023  | KS dan Guru.            |
| 4. | Rencana pembelajaran Sat. Pendidikan                  | 1) menyusun rencana Pembelajaran                               | 11 Desember - 13 Desember 2023 | KS & Guru.              |
| 5. | Pendampingan, evaluasi & pengembangan profesional. Sp | 1) melakukan pendampingan, evaluasi & pengembangan profesional | 14-15 Desember 2023            | KS & Guru               |

Figure 7. Real Action Plan for SDN 3 Pagentan

| No | Kegiatan yang Direncanakan                                    | Tujuan Kegiatan  | Waktu Kegiatan        | Yang Terlibat  |
|----|---|--|-----------------------|--|
| 1  | Menganalisis konteks karakteristik sekolah                    | mempereoleh data karakteristik sekolah   | 21 - 24 November 2023 | KG, guru, orang tua, tokoh masyarakat, komite, siswa |
| 2  | Penyusunan visi, misi, tujuan sekolah                         | mempereoleh rumusan visi, misi dan tujuan sekolah  | 21 - 24 November 2023 | KG, guru, orang tua, tokoh masyarakat, komite, siswa |
| 3  | Pengorganisasian pembelajaran satuan pendidikan               | Karakteristik sekolah<br>menghasilkan struktur kurikulum, jadwal pembelajaran, perencanaan pembelajaran, assemen formatif, sumatif | 27 - 30 November 2023 | KG, guru, orang tua, tokoh masyarakat, komite, siswa |
|    |   | Tersusunnya rencana pelaksanaan PS dan PPRA  |                       |  |
|    |   | Tersusunnya rencana kegiatan ekstrakurikuler   |                       |  |
| 4  | Menyusun rencana pembelajaran                                 | Tersusunnya rencana pembelajaran intrakurikuler  | 4-10 Desember 2023    | KG, guru, orang tua, tokoh masyarakat, komite, siswa |
| 5  | Melakukan evaluasi, pendampingan dan pengembangan profesional | Tersusunnya pendampingan, evaluasi & pengembangan profesional  | 11-19 Desember 2023   | KG, guru, orang tua, tokoh masyarakat, komite, siswa |

Figure 8. Real Action Plan for SDN 2 Wonorejo

### 3.6. Monitoring and Evaluation

After implementing the program, an evaluation was carried out to increase the knowledge of the assisted participants regarding the Educational Unit Operational Curriculum (KOSP). This evaluation was carried out through a pre-posttest, showing an increase in the average score from 71 to 80, with participants' knowledge being in the medium category, as shown in Table 2.

Increased knowledge occurs due to using a contextual approach and providing feedback while delivering KOSP material. The speaker first explains theoretically KOSP, and then an interactive discussion is held between the speaker and the assisted subjects regarding the implementation of the theory during the preparation of KOSP in schools, accompanied by feedback. The application of contextual learning accompanied by providing feedback has been proven to strengthen knowledge and increase understanding (Scherpereel, 2024).

Table 2. Increased knowledge about KOSP

| No | Subject Code | Pre Value | Post Value | Ngain | Category  |
|----|--------------|-----------|------------|-------|-----------|
| 1  | X1           | 78        | 94         | 0.73  | tall      |
| 2  | X 2          | 78        | 83         | 0.24  | low       |
| 3  | X 3          | 67        | 72         | 0.17  | low       |
| 4  | X 4          | 78        | 78         | 0.01  | low       |
| 5  | X 5          | 83        | 94         | 0.64  | currently |
| 6  | X 6          | 78        | 78         | 0.01  | low       |
| 7  | X 7          | 78        | 89         | 0.51  | currently |
| 8  | X 8          | 61        | 72         | 0.28  | low       |

| No      | Subject Code | Pre Value | Post Value | Ngain | Category  |
|---------|--------------|-----------|------------|-------|-----------|
| 9       | X 9          | 61        | 83         | 0.56  | currently |
| 10      | X 10         | 67        | 67         | 0.01  | low       |
| 11      | X 11         | 67        | 67         | 0.01  | low       |
| 12      | X 12         | 50        | 67         | 0.34  | currently |
| 13      | X 13         | 50        | 72         | 0.44  | currently |
| 14      | X 14         | 78        | 94         | 0.73  | tall      |
| 15      | X 15         | 78        | 83         | 0.24  | low       |
| 16      | X 16         | 67        | 78         | 0.34  | currently |
| 17      | X 17         | 50        | 56         | 0.12  | low       |
| 18      | X 18         | 78        | 78         | 0.01  | low       |
| 19      | X 19         | 78        | 83         | 0.24  | low       |
| 20      | X 20         | 78        | 89         | 0.51  | currently |
| 21      | X 21         | 72        | 83         | 0.39  | currently |
| 22      | X 22         | 78        | 89         | 0.51  | currently |
| 23      | X 23         | 72        | 83         | 0.39  | currently |
| Average |              | 71        | 80         | 0.32  | currently |

The development of KOSP containing P5-RA was monitored separately at SDN 3 Pagentan and SDN 2 Wonorejo. Monitoring of the development of KOSP at SDN Pagentan 3, as shown in Figure 9, was carried out on December 4, 2023, with the findings: 1) the analysis of school characteristics has been described well but requires confirmation of the vision, mission, and more concrete goals, 2) on the planning component In learning, it is necessary to write down the results of the analysis of learning outcomes, learning objectives, flow of learning objectives, and learning models used to achieve learning objectives and the school's vision and mission. 3) based on the characteristics that have been determined, schools need to determine dimensions on P5 and write RA indicators.

Furthermore, in Figure 10, monitoring activities were carried out at SDN 2 Wonorejo, which was carried out on December 5, 2023. Overall, each component described the KOSP document containing P5-RA well. However, several things need to be reviewed, such as 1) there needs to be a re-analysis regarding mission formulation so that it does not only focus on curricular activities in achieving the school's vision, 2) there needs to be confirmation of the learning approach used, 3) it is necessary to analyze the P5 dimensions and indicators RA is based on predetermined characters.



**Figure 9.** Implementation of Monitoring at SDN 3 Pagentan



**Figure 10.** Implementation of Monitoring at SDN 2 Wonorejo

The final stage in this series of services is evaluating the results of developing KOSP containing P5-RA. This evaluation occurred on December 18, 2023, at the Canon Temple background shown in Figure 11, attended by the school principal and one teacher representative from SDN 3 Pagentan and SDN 2 Wonorejo. The evaluation shows that the KOSP document developed by SDN 3 Pagentan and SDN 2 Wonorejo has accommodated all the components that should be in the KOSP document. Things that were input during monitoring have been used to improve the school's KOSP. Furthermore, the KOSP documents that have been prepared at the two schools also expressly reflect the character content of P5-RA based on the results of an analysis of educational unit characteristics in the following KOSP components: 1) vision, mission, and objectives; 2) organizing learning; 3) learning and mentoring plans; and 4) evaluation and professional development.



**Figure 11.** Evaluation of KOSP Document Development containing P5-RA

With the clarity of the P5-RA character content reflected in the KOSP document, it is hoped that schools can have solid and structured guidelines to build student character. Furthermore, teachers as designers of character education programs (Faizah et al., 2023) can follow up on KOSP containing P5-RA in curricular and non-curricular activities. The learning process is expected to focus on academic aspects and character formation as an integral part of education at both schools. This aligns with education's aim, which is not only to transfer knowledge but also to form individuals with noble morals and strong character (Anwar et al., 2018).

#### 4. CONCLUSION

This service is designed to increase teachers' knowledge about the development of KOSP and the availability of KOSP containing P5-RA following the characteristics and needs of schools, especially students at SDN 3 Pagentan and SDN 2 Wonorejo. The service showed several significant findings. First, there was an increase in the average pretest knowledge of teachers about KOSP from 71 to 80, which is in the medium category. Second, the KOSP document containing P5-RA in both schools was realized. The collaboration of the service team provided an essential contribution with the theoretical basis and practical support for an adaptive curriculum, including optimizing KOSP containing P5-RA. The development of KOSP, which combines P5-RA values, is expected to impact student character formation positively. The learning process needs to pay attention to character as an integral element, apart from academic aspects, to optimize character formation goals in both schools. Therefore, continued assistance in implementing KOSP containing P5-RA through curricular and non-curricular processes in both schools must be a future focus.

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