

Pancasila Student Profile Strengthen Project as a Forum for Developing Transferable Skills in Indonesian Vocational Secondary Schools

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Abstract

Merdeka Curriculum is a manifestation of systemic changes in Indonesian education that was implemented in 2021 until it became the national curriculum in 2024. One of the spirits in this curriculum is the Pancasila Student Profile Strengthen Project (P5). P5 aims to internalize the character of the Pancasila student profile, which has seven themes, one of which is typical for vocational secondary school students, which is employment. This theme facilitates students in developing an understanding of employment, job opportunities, and work readiness as transferable skills. The focus of this study is to describe P5 as a forum for developing students' transferable skills in vocational secondary schools that implement the Merdeka Curriculum in Kediri City and explore student's perceptions. The teachers choose the P5 theme to pair with the Pancasila student Profile dimension to achieve the desired transferable skills. This article provides several examples of the P5 theme—93 grade X Mechanical Engineering students filled in questionnaires. Quantitative descriptive data analysis techniques were used to determine the mean indicators of transferable skills. The results of the study show that students' perspectives on indicators of transferable skills are leadership and responsibility (3.26), having initiative and being able to self-manage (3.20), communication (3.16), flexibility and adaptability (3.10), critical thinking and problem-solving (3.10), collaboration (3.10). P5 is the right forum for developing transferable skills in vocational secondary schools, as shown by positive student responses.

Keywords: Merdeka Curriculum, Pancasila Student Profile Strengthen Project (P5), Pancasila Student Profile, Transferable Skills

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Introduction

Research Background

Indonesia faces three challenges. The first challenge is the Industrial Revolution 4.0, which currently relies on cyber-physical systems. Manual work that relies on human power has been replaced by machines and information technology (Kementerian et al., 2016). McKinsey and Company (2019) state that by 2030, there will be four million to 23 million new jobs, of which ten million jobs require innovation. Machines and information technology have replaced the disappearance of several old types of work (manual). The rapid development of information technology has also given rise to new types of work.

The second challenge is globalization, especially the implementation of the ASEAN Economic Community (AEC), which is intended to build a single market and production base in ASEAN. Therefore, the obstacle of capital flow, goods, services, investment, and skilled workers will be cut (Mulyana, 2016) so that the AEC has the opportunity to increase mobility and free labor competition among ASEAN member countries (Kementerian et al., 2016). AEC has an impact on human resource development, namely increasing the need for skilled workers and decreasing the need for unskilled workers. It is estimated that from 2010 to 2025, the demand for skilled workers in the ASEAN region will increase by around 41% or around 14 million people. Indonesia's needs around seven million people. According to the AEC scenario, there will be an increase to the employment opportunities of 1.9 million (around 1.3% of total employment) in Indonesia in 2025 (Labour Organization & Development Bank, 2015).

The third challenge is the demographic bonus. The results of the Population Census in September 2020 recorded that Indonesia's population is 270.200 million people. (Badan Pusat Statistik, 2021). This bonus is a logical consequence of the 100th anniversary of Indonesia's independence in 2045, which can be both an opportunity and a threat. It is a threat if this bonus is not prepared properly, and social problems will arise, such as unemployment, low quality of health, poverty, high crime rates, and unemployment. On the contrary, it becomes an opportunity if the young generation is aware to their potential and cares about the future of their country. Indonesia can become one of the world's largest markets. When the number of productive ages increases, the number of potential workers also increases. These workers will drive the economy so that the opportunities for economic growth are getting greater. Indonesia must work in this productive age by improving the quality of human resources in mastering technology, the ability to transform energy, and be innovative and creative (Nurmillah, 2021).

Research Purposes

This study aims to describe P5 in Indonesia as a forum for developing transferable skills and exploring the perception of transferable skills of vocational secondary school students in Kediri City. This research is a type of quantitative descriptive research. The research respondents were 93 grade X Mechanical Engineering students at a technology vocational secondary school that implemented the Merdeka Curriculum in 2021. The research carried out 2023. Descriptive statistics, including mean, standard deviation, and rank, are used to analyze the research findings. The explanation of the mean score is based on four Likert scale questionnaires, from strongly disagree to strongly agree, and the total mean score analysis is based on the six aspects of the measured transferable skills.

Literature View

Merdeka Curriculum

The curriculum has power to change educational thinking and practice (Gobby, 2022), transform education (Mateo et al., 2022), determine the material taught in the classroom, and influence teaching methods based on student needs (Sarbicki, 2020), guide social change and quality education (Connell, 2010), and improving the education system (Mohanasundaram, 2018). For this reason, the Ministry of Education, Culture, Research and Technology developed the Merdeka Curriculum as an effort to restore learning from the crisis that has long experienced. The Merdeka Curriculum is a curriculum that provides students with sufficient time to strengthen competencies and deepen concepts through a variety of intra-curricular learning (Kemendikbudristek, 2021a). Teachers have the freedom to choose various teaching tools that can be adapted to student's learning needs and interests. The noble values of Pancasila, which are the basis of the Indonesian state, are internalized by students through the Pancasila Student Profile (in Indonesia, known as PPP). To strengthen this profile, learning is packaged in the form of projects based on certain themes determined by the government. The project is not directed at achieving specific learning achievement targets, so it is not tied to subject content.

Pancasila Student Profile Strengthen Project

Pancasila student profile strengthen project (P5) is a contextual cross-disciplinary project-based co-curricular activity designed to strengthen efforts to achieve competency and efforts to realize character in accordance with PPP (Kemendikbudristek, 2022b). P5 is a strengthening activity as an effort to develop PPP which provides opportunities for students to "experience knowledge" as a process of strengthening character and opportunities to learn from the surrounding environment. Students will learn to study certain themes that are priorities each year, one of which is the theme of employment which is a mandatory theme in vocational secondary schools. The employment theme aims to enable students to connect the various knowledge they have understood with real experience in daily life and the working world, build understanding of employment, job opportunities and work readiness to improve capabilities in accordance with their skills, refer to the latest needs of the working world, hone awareness of attitudes and behavior in accordance with the standards required in the working world.

Pancasila Student Profile

Pancasila Student Profile (PPP) is developed through various strategies that complement and strengthen each other, namely educational unit culture, learning activities, and co-curricular activities in the form of learning through projects. Pancasila Student Profile Strengthen Project (in Indonesia, known as P5) is a contextual cross-disciplinary project-based co-curricular activity designed to strengthen efforts to achieve competency and efforts to realize character in accordance with PPP (Kemendikbudristek, 2021b). P5 is a strengthening activity as an effort to develop PPP, which provides opportunities for students to "experience knowledge" as a process of strengthening character and opportunities to learn from the surrounding environment. Students will learn how to study at certain themes that are priorities each year, one of which is the theme of employment, which is a mandatory theme in vocational secondary schools.

Transferable Skills

In the working world, more companies are looking for prospective workers who have transferable skills in addition to education and technical requirements (Collins-Nelsen et al., 2022). According to ESCO (European Skills/Competences, Qualifications, and Occupations), the competency needed in the working world is the ability to engage oneself effectively in a goal-directed manner with other people, such as colleagues, partners, customers, clients, or patients. These competencies are called transversal skills (Noack, 2021). A survey of more than 2000 businesses in Washington found that many companies said that new workers (entry-level) in various types of professions could be needed to solve problems, resolve disputes, and observe critical/sensitive situations. In addition to hard skills, the job seeker abilities that must be have are communication skills, teamwork and collaboration, adaptability, problem-solving, critical observation, and conflict resolution (Laras Luhur Indonesia, 2021).

Transferable skills are built from the transfer of learning theory and constructivist theory. Learning transfer theory explains how individuals will transfer knowledge, skills, and experiences gained in one context to another. The assumption built from this theory is that the application of knowledge, skills, and experience depends on the similarity of the learning context or task (Agyemang, 2019). Constructivist theory does not focus on knowledge as a product but on the process of knowing. The essence of constructivist theory is that students do not discover knowledge, but rather, they construct knowledge (Boghossian, 2006). The teacher's task is not to impart knowledge but to provide opportunities and incentives to build it (Fosnot & Perry, 2005). The concept of constructivism is a theory of knowledge and learning where individuals produce their knowledge and construct knowledge in the process of dealing with problems. This means that students are connected to new ideas, namely knowledge as a process. Transferable skills require the ability to transfer knowledge, skills, and experience acquired in one context to another. In this transfer process, the ability to construct knowledge is needed.

In the Merdeka Curriculum, the way to integrate transferable skills is through a co-curricular learning curriculum structure in the form of P5 work employment. Transferable skills on the employment theme are juxtaposed with the PPP. We hope that student's output will be formed that is ready to work and has Pancasila character as in Figure 1.

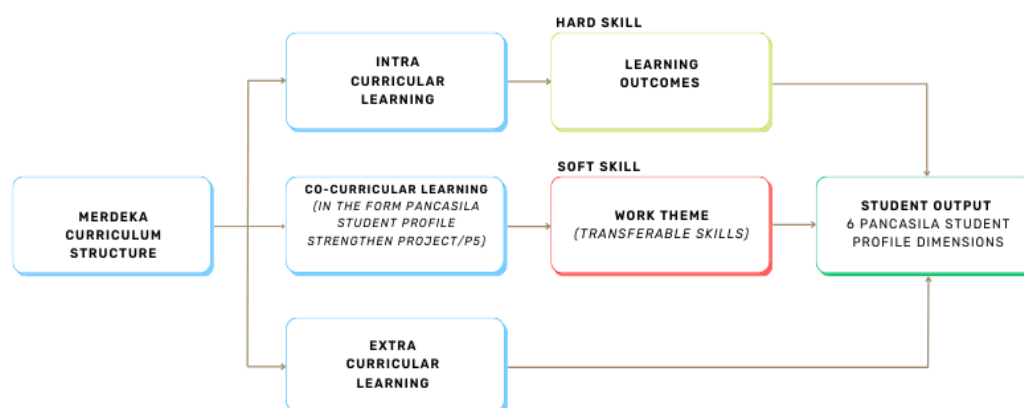


Figure 1: Transferable skills integration through P5

Conclusion

Main Findings

We have six projects in P5, which are connected by six dimensions of PPP and seven transferable skills, as in Table 1. We have the freedom to choose them based on the goals we want to achieve.

Table 1: Synchronization of P5, PPP, and transferable skills

Pancasila student profile strengthen project P5	Pancasila Student Profile PPP	Transferable skills
Self-concept	Creative	Creativity and innovation
Equal worker's right	Cooperation	Initiative and self-manage
Communication	Self-reliance	Leadership and responsibility
Quality appearance and professional attitude	Global Diversity	Communication Collaboration
Work ethic	Critical thinking	Critical thinking and solving problem
Self-management	Religious	Flexibility and adaptability

These are descriptions of P5 as a forum to develop transferable skills:

1. Self-concept project (Figure 1) is to achieve creative dimensions of PPP in creativity and innovation transferable skills. Students are asked to get to know their nature and character through activities to remove mental blocks. Creativity and innovation are about having flexible thinking and finding alternative solutions to problems.
2. The Equal Worker's Rights Project (Figure 2) aims to achieve the cooperation dimensions of PPP in initiative and self-manage transferable skills. Students are given a case study of sexual harassment in a company. They are asked to identify obstacles and challenges in resolving sexual harassment cases.
3. The communication project (Figure 3) aims to achieve the self-reliance dimensions of PPP in collaboration and communication transferable skills. Students identify the minimum requirements for communicating in the workplace through the activity of describing the contents of their bedroom. Two students turn back to each other. The first student clearly describes the content of his room. The second student describes the contents of the room in the first person.
4. Quality appearance and professional attitude project (Figure 4) to achieve global diversity dimensions of PPP in leadership and responsibility transferable skills, students apply their body language such as facial expressions, eye contact, voice intonation, how to walk, body movements, and handshakes. This project aims to enable students to understand that inappropriate body language in front of other people can give rise to conflict because of a misunderstanding in interpreting it.
5. Work ethic project (Figure 5) to achieve critical thinking dimensions of PPP in thinking and problem-solving transferable skills. Students implement 5S ('seiri' means sort, 'seiton' means set, 'seiso' means shine, 'seiketsu' means standardize, 'shitsuke' means sustain) in the workshop. Students are expected to be able to foster a positive culture in implementing 5S.
6. Self-management project (Figure 6) to achieve religious dimensions of PPP in flexibility and adaptability transferable skills. Students interpret the concept of work and identify the purpose of work. Students can find out the reasons why they work.



Figure 2: Several examples of the P5 theme

The survey results of 93 students from a vocational secondary school regarding the perspective of the work theme are presented in Table 2. The items for each perspective indicator were developed from the Indonesian National Work Competency Standards (SKKNI), namely a workability formulation that includes aspects of knowledge, skills, and expertise as well as work attitudes that are relevant to the implementation of the specified duties and position requirements (Kementerian et al. Indonesia, 2018).

Table 2: Overall perception on transferable skills

No	Indicators	Mean
I	Leadership and responsibility	3.26
II	Initiative and self-manage	3.20
III	Communication	3.16
IV	Critical thinking and problem-solving	3.10
V	Collaboration	3.10
VI	Creativity and innovation	3.10
VII	Flexibility and adaptability	3.10

P5 is a new learning method, and it is very important to know students' perspectives regarding aspects of skills in P5. The survey results in Table 2 show that students' perspectives on transferable skills indicators are leadership and responsibility (3.26), initiative and self-manage (3.20), communication (3.16), critical thinking and problem-solving (3.10), collaboration (3.10); creativity and innovation (3.10), flexibility and adaptability (3,10).

Details for each indicator are presented in Table 3.

Table 3: Perspectives on employment theme

No	Indicators	Mean	Standard Deviation
I	Initiative and self-manage		
1	Form a positive self-concept at work	3.19	0.516
2	Building integrity as a professional workforce	3.14	0.502
3	Build persistence in work	3.12	0.508
4	Develop the ability to manage emotions	2.97	0.616
II	Flexibility and adaptability		
1	Improve your ability to manage time according to work demands	3.05	0.539
2	Improve ethical standards and etiquette in the work environment	3.19	0.516
3	Develop abilities in facing challenges in the workplace	3.16	0.495
III	Leadership and responsibility		
1	Forming responsibility and commitment at work	3.26	0.509
IV	Critical thinking and problem-solving		
1	Develop critical thinking skills in solving problems and finding solutions	3.10	0.468
V	Communication		
1	Build effective communication skills	3.16	0.495
VI	Collaboration		
1	Ability to work together in a team	3.24	0.559
2	Basic skills in leading small groups	2.96	0.658
VII	Creativity and innovation		
1	Developing the ability to take initiative at work	3.10	0.468

An indicator of leadership and responsibility is forming responsibility and commitment at work. Indicators initiative and self-manage are forming a positive self-concept at work, building integrity as a professional workforce, and developing the ability to manage emotions. Indicators of flexibility and adaptability are improving the ability to manage time according to work demands, improving ethical standards and etiquette in the work environment, and developing abilities to face challenges in the workplace. Indicator leadership and responsibility is forming responsibility and commitment at work. Indicator think critically and solve problems is developing critical thinking skills in solving problems and finding solutions. An indicator of communication is building effective communication skills. Indicators think critically and solve problems by developing critical thinking skills in solving problems and finding solutions. Indicator collaboration is the ability to work together in a team and basic skills in leading small groups. Indicator creativity and innovation is developing the ability to take initiative at work.

Transferable skills refer to professional competencies that can be widely applied, which are a bridge between academics and the working world (Eurodoc, 2018). By mastering transferable skills through the theme of work, each student brings transferable skills – portable – and transfers them to the working world. Transferable skills have the power to prepare students for work (Prianto & Maisaroh, 2017; Swaraj, 2023). The ability to take initiative and self-regulate has an impact on students' attitudes and behavior in facing life's challenges, including challenges in the working world (Kristu, 2019). Students' flexibility and

adaptability to the skills and demands of global competencies, referred to as cross-cultural management, can also be built through the cultivation of transferable skills (Singh, 2015).

Transferable skills are portable skills that must be have by prospective Indonesian workers The Merdeka Curriculum as social reconstruction education has a great opportunity to reconstruct the Indonesian job-seeking community with Pancasila characteristics. Students' positive perspective on transferable skills is the initial capital in carrying out the social reconstruction of students as potential job seekers. Students are encouraged to become agents of change (Bussert-Webb, 2011) in an effort to reconstruct society into a new social order (Sadker, 2022). In a social reconstruction curriculum, students are required to think critically (Bussert-Webb, 2011).

Implications and Limitations

This study is the result of a reflection on the implementation of P5 as a forum for developing transferable skills in a small sample and one city. This is initial research; further research needs to be carried out to examine the influence of transferable skills on vocational secondary school students' work readiness.

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