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Overcoming Challenges in P5 Implementation : Teachers' Strategies for Digital Native Students

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Abstract: The study aims to explore the strategies used by teachers in responding to students from the digital native generation in the implementation of the P5 program in schools. This study uses a qualitative approach with a case study method. The data collection techniques in this research utilize interviews and observations. The research was conducted at SMA Batik 1 Surakarta, one of the schools implementing a technology and digitalization-based P5 program. Data analysis in this study uses the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. The findings of this study show that teachers have strategies such as providing flexibility in accessing technology but still require direct supervision from the teachers. In addition, teachers also provide opportunities for students to present their work through exhibitions of their creations, so students must understand their work and refrain from dishonesty in the use of technology.

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Introduction

Education in Indonesia today has transformed and given rise to a new paradigm in the digital era (Hasnida et al., 2020). In this era of modernization, Indonesian education has been oriented towards technology and digitalization. The change from conventional education to technology-based education has been implemented by several schools in general (Nabilunnuha et al., 2022). The driving factor for social change in the education aspect is due to innovations from the advancement of science and technology (Olive, 2016). Science and technology innovation has formed a new pattern in the world of education with the sophistication of technology that supports the learning process. In the era of technology and digital, the learning process requires the role of teachers to keep up with the times (Islamiyah et al., 2023). The goal is for teachers to be able to carry out the technology-based learning process effectively in schools (Putra, 2024).

The implementation of the independent curriculum as one of the national curricula encourages students to be able to acquire skills and knowledge independently (Dwi Alfina & Hasanah, 2024). Student independence is the key to success in obtaining knowledge in the current curriculum. The main focus of the implementation of the independent curriculum is as one of the government's ways of preparing superior human resources with Pancasila character. Based on the BSKAP decision 009/H/KR/2022, it is explained that the independent curriculum has the goal of preparing the competencies and character of students through the Pancasila Student Profile Strengthening Project (P5) program.

The implementation of the P5 program in schools is carried out with the aim of internalizing the values of Pancasila through the themes that have been prepared. The values of Pancasila that are internalized through the P5 program, include (1) faith, fear of God

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Almighty; (2) global diversity; (3) mutual cooperation; (4) creative; (5) critical thinking; and (6) independent (Yunazar et al., 2024). The implementation of the P5 program has used technology as a means of teaching and learning in schools (Wahyuni, 2024). The teaching and learning process in the current digital era makes it easier for students to obtain learning resources easily and practically (Juliane et al., 2017). The implementation of the P5 program is carried out by students by utilizing technology as a learning resource and also a platform to collect several project assignments. The use of technology in the P5 program is encouraged by the generation of students who were born and grew up with technology (digital natives).

The digital native generation is a generation that always uses modern technology such as laptops, mobile phones, video games, and smartphones in their daily lives (Rahma et al., 2023). The ability of the digital native generation to utilize technology has an effective and efficient impact on the learning process (Susanti et al., 2023). However, on the other hand, there is a negative impact of the habits of the digital native generation, namely the habit of obtaining hoax news whose truth is not accurate. The use of technology in the P5 program if not carried out with good control by teachers will have a negative impact on students. Often students use technology in the learning process because of the speed of information obtained. The habit of obtaining information instantly is feared to hinder students in internalizing character in accordance with the Pancasila student profile.

The process of implementing the technology-based P5 program in schools needs the role of teachers in supervising. There is a significance of the role of teachers in the use of technology in the teaching and learning process. The convenience offered by technology creates challenges for teachers to be able to adapt to an all-digital situation (Sujana et al., 2021). The use of technology in learning aims to empower students to actively explore learning and think critically (Dwi Alfina & Hasanah, 2024). Teachers need to see the potential and obstacles that occur when integrating technology in the teaching and learning process. In line with this, the transformation of education in the digital era needs to be seen various challenges that need to be overcome in order to ensure that education in the digital era can make a positive contribution to students (Hasnida et al., 2020).

The difference of this research from previous ones is to explain several strategies of teachers to provide learning that can involve technology without causing dependence. Students, as part of the digital native generation, do not simply copy project tasks from the internet while carrying out the P5 program, but are also given the space to work on the projects independently through the strategies of the teacher.

The implementation of the P5 program which is balanced with technology integration needs to be assisted so as not to have a negative impact on students. The P5 program is carried out with the aim of shaping the character of Pancasila student profiles in schools, therefore the use of technology must be able to provide positive impacts that support the formation of Pancasila character. The study aims to explore the strategies used by teachers in responding to students from the digital native generation in the implementation of the P5 program in schools. So that the internalization of the P5 program can effectively shape students according to the character of the Pancasila student profile.

Research Method

This study uses a qualitative approach with a case study method. The data collected in this method is in the form of curriculum vitae data or topics related to the research (Susanti et al., 2023). Meanwhile, case studies are research methods used to understand a specific phenomenon through data analysis from several concrete examples of the phenomenon. This

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research was conducted at SMA Batik 1 Surakarta as one of the driving schools that has implemented the independent curriculum for 3 years. The location of this research was chosen because the school has implemented the P5 program for 3 batches in each phase of the class.

The data sources in this study used primary and secondary data. Primary data was obtained from the results of research in the field through interview and observation techniques. Meanwhile, secondary data was obtained from the analysis of documents regarding the P5 program. The interview technique was used to obtain data on the role of teachers in dealing with digital natives in the P5 program at SMA Batik 1 Surakarta. The interviews in this study were conducted in a semi-structured manner between the researcher and the informant. The observation technique was carried out to produce data on the implementation of the P5 program carried out by students at SMA Batik 1 Surakarta, especially on the theme of technology engineering. Meanwhile, document analysis is used to strengthen the study of field research results in the form of supporting documents for the P5 program, such as teaching modules for the P5 program and P5 report cards.

The informants of this study used two teachers in charge of the P5 program in each phase of the class. In addition, there is also the school principal as a source regarding the data on the implementation of P5 in schools. The determination of informants uses a purposive sampling technique based on the criteria that have been set by the researcher. Data analysis in this study uses Miles and Huberman, namely data reduction, data presentation, and conclusion drawn (Miles et al., 2014). Data reduction is in the form of sorting interview data and observations obtained by researchers in the field related to the challenges of the role of teachers in facing the digital native generation in the P5 program. Then the presentation is in the form of data preparation in the form of tables to allow researchers to see patterns of data linkages on the research topic being researched. Meanwhile, drawing conclusions or verification is the final technique of data analysis by interpreting the data that has been presented with conclusions.

Results and Discussion

Integration of Technology-Based Project Learning in P5 Programs in schools

The implementation of the P5 program at SMA Batik 1 Surakarta uses a block system in its implementation. The implementation of the block system in the implementation of the P5 program is adjusted to the policies and curriculum embraced by the school (Rudiawan et al., 2022). The block system in the implementation of the P5 program is the merger of project hours in one subject hour (Wayan Suastra & Yuntawati, 2023). Each level starting from grades 10, 11, and 12 is made into one at the end of the semester with an average project implementation of three weeks. Specifically, within three weeks at the end of the semester, students only run the P5 program without learning general subjects in the classroom. The P5 program is carried out with a team and program facilitators to plan, implement, mentor, and evaluate the program.

The planning of the P5 program is carried out by the curriculum by implementing the selected themes in each class in the school. Each level has a different theme from grades 10 to 12 and is adjusted to the level of the phase. Some of the themes that have been implemented by SMA Batik 1 Surakarta are local wisdom, technology engineering, and entrepreneurship. The implementation of various themes in the P5 program has been supported by the integration of technology in its implementation. The process of integrating technology in the implementation of the project is carried out in order to accommodate the

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interest of students' talents in the use of technology. By knowing the interests, talents, and character of students, teachers can innovate by designing digital learning (Sufyan & Ghofur, 2022). Digital technology-based project learning innovations are intended to accommodate students as a digital native generation in utilizing technology in the learning process positively (Mariasi et al., 2022). This is also done as a form of implementation of the moral formation of the digital native generation to welcome a golden Indonesia in 2045.

The school curriculum provides facilities for students to use technology in the implementation of the P5 program in schools (Ramadhan & Warneri, 2023). The school has a policy for students to be able to bring and use gadgets and laptops in the project implementation process. The implementation of the P5 program designed with innovative learning aims to internalize the values of Pancasila with the use of technology. The use of technology has been carried out in the running of the P5 program in various themes. The integration of technology in the P5 program is designed as a form of school support for students who are literate in technology. The implementation of the three themes that have been carried out at SMA Batik 1 Surakarta by integrating technology as a form of character response of the digital native generation of students is in Table 1.

Table 1. Technology Integration in the Implementation of the P5 Program

No	P5 Program Theme	Technology Integration Process
1.	Local Wisdom	Students use the Pinterest and Google applications to find references to batik motifs that they will develop.
2.	Engineering Technology	Students are given soft skills training, such as video editing, documentary filmmaking, and so on.
3.	Entreprenuership	Students use the posters they make through the Canva application as a means of promoting products, then students use e-commerce and social media as a means of marketing.

The theme of local wisdom provides teaching to students in introducing the culture around the region. Through the theme of local wisdom, students are encouraged to be able to find out the cultural exploration around the area (Hadian et al., 2022). The integration of technology in the theme of local wisdom is one of the innovative learning steps taken by the school to collaborate technology with the culture in the area. The practice of the P5 program in schools with the theme of local wisdom is carried out through activities to make batik designs with Surakarta-style motifs. Students can use their gadgets to find references to batik motifs through the Google application, Pinterest, Artificial Intelligence, and so on. The school provides facilities by bringing in batik entrepreneur speakers to provide knowledge related to the theme of local wisdom in making batik motifs. However, students can also use the Youtube application as a form of tutorial on making batik motifs independently. In addition, students can also use the Canva application as a medium to design batik motifs digitally. The results of the students' work are assessed by the teacher based on the achievement of the project value indicator that has been set by the school. The achievement of the project value indicator refers to the formation of the character of the Pancasila student profile in accordance with the theme chosen by the school (Ashari et al., 2023).

The theme of technology engineering teaches students to have character, such as critical, innovative, and creative thinking in building a technology-based product (Nanda et al., 2024). Students through the theme of technology engineering are given provisions to make various kinds of technology products which later can be developed again through extracurricular activities. Although the P5 program is in the form of a project, it still prioritizes the process of activities, not just the products produced. The P5 program process

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has an important role in shaping the character of students. The school provides soft skill training facilities such as video editing and so on to support students' skills in using technology. The form of follow-up provided by the school to the students' work is to be included in the Kreasso event and also the video results are used as school profile videos. In the theme of technology engineering, students are encouraged to have skills in the use of technology. If there are students who do not have technological skills, the school tries to accompany the students for technological devices. The implementation in this theme activity trains students to have a creative character that is internalized through the application of technology-based projects.

The entrepreneurship theme P5 program is carried out by students by integrating technology as a means of marketing. Through the theme of entrepreneurship, students are expected to be able to encourage young entrepreneurial spirit (Scientific & Marzuki, 2023). The process of integrating the implementation of the entrepreneurship theme with technology is an independent innovative form carried out by students. In this theme, students use e-commerce and social media as a means to market and promote the results of a product produced in groups (Syahroni, 2020). The school in this case has provided learning about marketing ethics which requires students to have original products marketed on social media. The facilities provided by the school are not only knowledge conveyed by the facilitator teachers, but also bring in entrepreneur resource persons in various Micro, Small and Medium Enterprises (MSMEs) who are able to provide real examples in entrepreneurship. The MSME resource persons presented in the P5 program are competent people in their respective fields. It is hoped that the existence of this resource person will be able to encourage students to implement the scientific provisions they have obtained during the entrepreneurial socialization process in the form of business prototypes.

The integration of technology in the P5 program through themes has explained that the current digital native generation needs learning that is able to respond to students' interest in technology. Multimedia technology such as videos applied in project learning is able to attract students in acquiring knowledge independently (Dwi Alfina & Hasanah, 2024). The practice of technology integration in schools still has challenges in its implementation (Salam, 2023). The generation difference between teachers and students is one of the challenges that must be faced by teachers. Students of the digital native generation are able to use technology well in supporting learning (Fadli & Iskarim, 2024). This is different from teachers who were born in different generations. Some teachers who are born without the accompanying generation will have twice as much burden in the application of technology in learning (Rahma et al., 2023). In addition, there are challenges that must be faced by teachers in the form of characteristics of students who are accustomed to the speed of technology so that supervision needs to be carried out in practice.

The strategy of student engagement and teacher supervision of the P5 project in schools.

The challenges encountered by teachers in internalizing the technology-based P5 program need strategic steps in overcoming these challenges. The challenge of using technology by the digital native generation in the learning process is not limited to its use but is given guidance and supervision. This is because schools as educational institutions need to prepare students to recognize their own lives (Zaitun, 2016). It is undeniable that technology has a role in significantly improving the quality of education in providing skills in the future (Dwi Alfina & Hasanah, 2024). Technology is currently the life of the general public so that schools as learning arenas need to provide understanding to students in using technology wisely and correctly.

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The digital native generation is one of the challenges faced by teachers in learning technology-based projects. The characteristics of students who are already attached to the ease of technology bring several negative habits that are carried over during the learning process at school (Hartati et al., 2022). In this case, teachers as facilitators need to provide character education in learning the P5 program. The characteristics of students as a digital native generation often choose the fast path in doing the assignments given by teachers. In project-based learning, students are given the understanding that the P5 program emphasizes process learning and not the results of the products they make. The process of implementing the P5 program in schools goes through several activity steps as shown in figure 1.

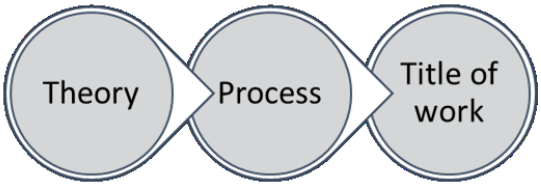

Figure 1. P5 Program Activity Steps

Theoretical learning in the implementation of the P5 program in schools is often considered a boring thing (Suzetasari et al., 2023). Teachers have a role in providing understanding to students about the importance of theoretical learning. Theory in project learning is important to be done as a teacher's step in internalizing knowledge theoretically so that students can maximize and not make mistakes in carrying out project activities. The success of a project-based learning is determined by the extent to which students are able to understand basic theoretical concepts in learning. Therefore, teachers emphasize in every run of the P5 program that this project-based learning emphasizes the process of running the program which aims to grow the character of the Pancasila student profile.

The process of implementing the P5 program requires a facilitator teacher as a companion for students in the implementation of activities. Various challenges that arise in the project learning process are indications of copy paste from the internet carried out by students. Therefore, teachers must provide strategic steps that the project work process is carried out manually in a worksheet before being made into a digital work. For example, in making posters in groups, students need to make pictures on paper manually first before making them into digital posters. This is done so that students are avoided from stealing other people's works for individual interests. Teachers emphasize honesty and independence to students so that project-based learning can optimally shape the character of students. The strategies carried out by teachers in implementing the P5 program to students have indicated the formation of the character of the Pancasila student profile, such as creative and independent (Pujiono & Khoiri, 2024). In making projects, students have been taught by teachers to emphasize creativity and independence in producing a product.

In the work title activity, students often give more effort to be able to display the project results to the maximum. One example is in the theme of entrepreneurship, students held a bazaar as a forum to show the results of the project-based learning process for three weeks. The integration of technology in bazaar activities is carried out by conducting online marketing with a pre-order system. During the implementation of the P5 program, it was found that students had a negative income and indirectly owed money. In this case, teachers carry out their duties as facilitators to provide training in managing finances digitally. In addition, the work title activity in the theme of technology engineering also plays a role in designing the P5 program bazaar. Students will use technology such as laptops and cameras

to support the success of their work on the theme of technology engineering. Therefore, the efforts made by teachers in facing the challenges of technology integration in the P5 program can be overcome properly.

Conclusion

The teacher's strategy in responding to the digital native generation during the implementation of the P5 program is divided into three strategies. First, teachers provide opportunities for students to maximize the use of technology. Second, the use of this technology is closely monitored by the teacher to ensure that it is utilized effectively without creating dependency on students. Third, teachers provide opportunities for students to showcase their creations in the P5 project. This requires students to have a detailed understanding of their work and to avoid any cheating in the use of technology.

Recommendation

Based on the findings of this research, it is recommended that educational institutions, particularly schools, provide strategic support in the form of continuous training for teachers to enhance their digital and pedagogical competencies that are adaptive to the characteristics of the digital native generation. Teachers are required not only to master technological devices but also to be able to meaningfully integrate that technology into the learning process that supports the achievement of the dimensions of the Pancasila Student Profile (P5). In this context, strengthening digital literacy and utilizing digital media as a means of contextual learning becomes an important aspect in formulating innovative and relevant learning strategies to the needs of today's learners.

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