

Holistic learning study in the Pancasila Student Profile Strengthening Project (P5) in penggerak schools



Astuti Yuniati ^{a,1,*}, Sri Marmoah ^{a,2}, Kartika Chrysti Suryandari ^{a,3}

^aUniversitas Sebelas Maret, Surakarta, Jawa Tengah, Indonesia

¹ astutyuniati0695@student.uns.ac.id; ² marmuah@staff.uns.ac.id; ³ kartika@fkip.uns.ac.id;

* corresponding author

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ABSTRACT

Holistic learning has a significant role in overcoming global education problems. Holistic learning is learning that involves various aspects of students' intelligence. This learning is fundamental but has not been fully implemented in Penggerak Schools. The objectives of the study are (1) to describe the P5 learning plan, (2) to explore the implementation of P5 learning, and (3) to measure the results of P5 activities. The type of research used is qualitative with a case study approach. Data is collected through observation, interviews, and document content analysis. Meanwhile, data analysis uses collection, reduction, data presentation, and conclusion. The participants were the principal, six students, and three teachers of various phases at one of the private elementary schools. The results of the study show that (1) holistic learning planning includes planning the P5 project module, including determining themes, dimensions, and time allocation; (2) the application of holistic learning is carried out by paying attention to various multiple intelligences by developing spiritual, aesthetic, physical, intellectual, emotional, and social aspects, (3) measurement of P5 outcomes in holistic learning uses authentic assessment. The conclusion is that P5 activities at one of the private elementary schools in Klaten have fulfilled the holistic learning aspect. This study suggests that the government can make policies to implement holistic learning to improve the quality of education.



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1. Introduction

Education is a lifelong and continuous process. Lifelong education cannot be separated from the four pillars proclaimed by UNESCO. The four pillars are learning to know, learning to do, learning to be, and learning to live together [1]. Exploration and development of various potentials students possess completely and comprehensively are needed to achieve these four pillars. Education that continuously lasts a lifetime and is carried out completely and comprehensively is often called holistic education [2]. Holistic education is education that emphasizes human development from various aspects as a whole. The various aspects emphasized include intellectual, emotional, physical, social, aesthetic, and spiritual aspects [3]–[5]. Holistic education emphasizes the realm of students' knowledge and carries out education by emphasizing the realm of attitudes and skills [6], [7]. The implementation of holistic education at the elementary school level is supported by Permendikbud Number 12 of 2024, which is related to establishing the Independent Curriculum as the basic framework and curriculum structure for all educational units in Indonesia. The challenges faced in the implementation of the independent curriculum include the level of understanding of students,

students' thinking ability, students' skills, learning styles, confidence levels, and students' concentration levels, which are varied, making it difficult for teachers to determine the learning model and assessment that will be used in learning [8]. The purpose of this curriculum is to address challenges with the integration of technology and Pancasila values, as well as the improvement of superior human resources [9]. Learning in the independent curriculum is designed by prioritizing the development of students' competencies and character holistically [10].

Another flagship program in the Independent Curriculum is the Penggerak School. Talking about the Independent Curriculum cannot be separated from the Penggerak School, which is also a breakthrough launched by the Ministry of Education and Culture to improve the quality of education [11]. The process of changing the curriculum is in line with the process of scanning Penggerak schools to other schools to improve the quality of education. The Penggerak School Program is an effort to realize the vision of Indonesian Education to learn an advanced Indonesia that is sovereign, independent, and has a personality through the creation of Pancasila students [12]–[14]. This Penggerak school is expected to be able to carry out holistic learning that includes literacy, numeracy, and character skills of students completely and comprehensively so that the goals of the independent curriculum can be adequately achieved [15], [16].

The purpose of implementing the independent curriculum through the Penggerak School program cannot be separated from the implementation of holistic learning [17]. This is supported by the independent learning program, a series of programs launched by the government to answer the demands of the 21st century. This program allows teachers and students to independently, freely, and effectively explore the environment, attitudes, knowledge, and skills [18], [19]. The Independent Learning Program, primarily related to Penggerak Schools, is an integral part of the independent curriculum and a model for other schools [20]. The Penggerak School is a school that focuses on developing student learning outcomes holistically by realizing the Pancasila Student Profile through the Pancasila Student Profile Strengthening Project (P5) [21], [22]. P5 learning is learning that is packaged as a subject with its own time allocation and is focused on solving problems that occur in the surrounding environment by being oriented to the character of the Pancasila student profile. P5 activities are carried out to improve students' understanding of Pancasila by integrating social, cultural, and contextual aspects in learning subjects related to Pancasila [23]. To determine the theme in this P5 activity, one must wholly and thoroughly delve into various subject matters to find the right theme for a project. A holistic approach is used in determining the P5 theme. This approach refers to a view that encourages one to study the theme thoroughly, combine various perspectives, and see the connection between multiple elements [24]. Therefore, each theme in this project focuses on one subject and integrates multiple perspectives and knowledge into a unified whole.

However, holistic learning has not been fully implemented [25]. Holistic learning at the elementary school level still requires much attention [26]. Education in Indonesia at this time still focuses on the realm of knowledge and does not pay attention to the other two domains, namely, the realm of attitude and the realm of skills. Many students get high knowledge scores, but they still need to improve in terms of their attitudes and characters because the educational process still ignores aspects such as emotional, spiritual, and other intelligence [27]. Teachers who carry out assessment activities also prioritize assessment only on knowledge and tend to ignore the assessment process in different domains, namely attitudes and skills [6]. Undeniably, in learning evaluation activities, students tend to only focus on how to get good results without paying attention to the process [28]. As a result, the learning outcomes obtained are less representative of the abilities possessed by students. Holistic education should be applied to students from an early age. The urgency of this research is that this holistic learning is very appropriate to be used for elementary school students because all forms of experience received by students will last longer, and students will experience development that includes very rapid physical, cognitive, social, and mental development. Based on the results of the research. If, at that age, students are given appropriate learning using holistic learning, then all their potential and abilities will be able to develop optimally.

The results of other studies reveal that various parties need to support the success of implementing holistic learning. Teachers are essential in optimal holistic learning [29]–

[31]. Research topics related to holistic education can potentially become a trend [32]. In addition, the application of holistic learning in the 21st century is greatly influenced by the mental state of students [33]. Holistic learning has been seen in P5 activities through the art of Dongkrek [34], and holistic learning has been applied in Muhammadiyah schools [35]. The research results related to Penggerak schools include the challenges of implementing the Penggerak school program, namely strengthening capacity at the systemic level and school human resources [36]. The perception of elementary school teachers positively responds to the Penggerak school program [12]. Family support is an essential factor in supporting the success of holistic learning [37]. Evaluation of integrative holistic learning programs using CIPP analysis [38]–[40]. A holistic approach has great potential in improving the quality of learning and educational outcomes [41].

Based on the research, it should be noted that only a few studies specifically focus on implementing holistic learning in the context of the Independent Curriculum. Most previous studies have tended to be more oriented towards how this holistic learning is applied, with the possibility of different emphases in the curriculum used. Although there has been research on holistic education in the independent curriculum at the elementary level, no research has specifically explored how to plan and implement holistic learning in the independent curriculum in Penggerak Schools. This research provides novelty by exploring how holistic learning is planned, implemented, and assessed in the independent curriculum. By focusing on P5 activities in the Independent Curriculum, this research will provide a deeper understanding of how holistic learning in the Independent Curriculum is implemented. Hopefully, this in-depth analysis will significantly contribute to our understanding of implementing holistic learning in the Independent Curriculum at the elementary level, paving the way for more adaptive and comprehensive educational practices. The results of this analysis are expected to contribute to the development of basic education and practical guidance for schools and teachers in optimizing the implementation of holistic learning in the Independent Curriculum, which emphasizes cognitive, affective, and psychomotor aspects. Through a qualitative approach and case studies, this study explores how implementing holistic learning in the Independent Curriculum can maximize students' overall and comprehensive potential by paying attention to their various multiple intelligences. The findings of this in-depth analysis are expected to provide valuable guidance to improve various competencies possessed by students at the elementary school level through implementing holistic learning in the Independent Curriculum. This research focuses on planning, implementing, and assessing holistic learning in the Pancasila Student Profile Strengthening Project (P5) with the theme of local wisdom. Selection is applied to students at the elementary school level because most of the students in the class are eight years old, and various aspects of intelligence develop very rapidly. The research aims to describe the P5 learning plan, explore the implementation of P5 learning, and measure the results of P5 activities with the theme of local wisdom.

2. Method

This study uses qualitative research with a case study method. This method aims to gain a deep understanding and present the data collected related to planning, implementing, and evaluating holistic learning in P5 at one of the Penggerak schools, a private elementary school in Klaten Regency. The participants of this study are principals, teachers, and students at private elementary schools. The number of participants was one principal, 3 class teachers, and six students representing three different phases, namely phase A (grades 1 & 2), phase B (grades 3 & 4), and phase C (grades 5 & 6). For data collection in this study, the researcher collected data by observation, interviews, and documentation. The first is observation, using the observation sheet guidelines made by the researcher. The author conducted direct observation activities on implementing P5 learning to collect detailed data in the field and obtain valid evidence needed in this study. The second is an in-depth interview (in dept interview). This interview is prepared based on the researcher's interview guidelines, which contain how the planning, implementation, and evaluation of holistic learning in P5 activities are carried out, namely, learning must develop various aspects of student intelligence, including spiritual, aesthetic, physical, intellectual, emotional, and social aspects. The last is documentation. In this study, the documents obtained from the research location include documentation data in the form of school curriculum, school profiles, school project modules, project modules for each

phase, and photos and videos of various P5 activities carried out in schools. In addition to answering research questions, namely about how to plan, implement, and evaluate holistic learning in school, the author asked principals and teachers from each phase directly related to how to plan and implement holistic learning in P5 activities in schools and the author asked students about the process of evaluation of holistic learning in P5 activities at the school.

Furthermore, the data analysis technique used by the author in this study is qualitative data analysis. Data analysis in qualitative research is systematically searching for and compiling data obtained from interviews, field notes, and other materials to make it easier to understand and share the findings with others. After the data is collected, the author conducts data analysis along with the following steps, namely data collection, where the author collects data obtained from the results of observations, interviews, and documentation that has been carried out. Data reduction means summarizing, picking out the main things, focusing on the important things, looking for themes and patterns, and eliminating unnecessary data. Data presentation means that the data is organized and arranged in a relationship pattern to be easier to understand. Then, draw conclusions/verification, meaning that the data presented at the beginning will be supported by valid evidence during research in the field, and then the conclusion will be credible. Finally, the authors used triangulation to test the validity of the conclusion data. Data triangulation is a technique for checking data from various sources in various ways and at different times. In this study, the author uses source triangulation to test the credibility of the data. This is done by checking the data obtained from various data sources such as interview results, observation results, and other documents.

3. Results and Discussion

3.1 Results

The first question of this study is about how to plan holistic learning in P5 activities with the theme of local wisdom that focuses on polite speaking and polite behavior. Interviews were conducted with the principal. The interview process results related to holistic learning planning in P5 activities are described as follows. First, the principal explained the process of choosing a theme for this semester and explained the reason why he chose the theme. The principal said that planning P5 learning was carried out through meeting activities attended by teachers, guardians, school committees, and authorized stakeholders. The reason why the school takes the theme of local wisdom, which focuses on culture, politeness, and polite behavior, is because of the results of the evaluation of school education report cards, which have experienced a decline in the climate of children's character and also conditions in the field, many students have begun to forget to be polite and behave politely and even often shout and say inappropriate words. Two dimensions are taken: faith and devotion to God Almighty and noble character with moral elements to humans that focus on always being empathetic, caring, and generous to others. The second dimension is global diversity, which includes aspects of knowing and appreciating culture and sub-elements of deepening culture and cultural identity by focusing on behaving and communicating with each other. The time allocation for each class is 7JP, with 5JP being carried out classically on Friday and 2 JP following the policy of the respective homeroom teacher. The holistic learning planning in the P5 activity is shown in the following [Table 1](#).

Table 1. Holistic Learning Planning in P5 Activities

Respondent	Interview Results
Principal	"To plan P5 activities, we first discuss with school internals such as teachers and students and provide input on the theme in P5 activities. After that, we invited related parties such as parents, committees, and several related parties to a meeting to finalize our school's P5 activity plan for one semester. The reason for choosing the theme of local wisdom that focuses on polite culture and polite behavior is because, indeed, the results of last year's education report card showed our school experienced a decline in character climate items; besides that, it is undeniable the fact that in the field now many students often shout and speak impolitely."

The second question concerns how to implement holistic learning in P5 activities with the theme of local wisdom that focuses on speaking politely and behaving politely. Interviews were conducted with three teachers representing each phase. The interview process results related to implementing holistic learning in P5 activities are described as follows. First, the teacher in phase A explained the P5 learning outcomes for phase A. The teacher explained that the achievements for phase A include minimizing shouting and applying four positive words, which

include excuse, please, sorry, and thank you. The application of P5 learning is carried out classically and in each class. Classically, it is carried out on Friday for 5 JP and 2 JP, and it is carried out in each class to strive to achieve targeted competency with assignments from teachers, such as making simple posters and comics related to the culture of polite language. Second, teachers in phase B provide information about P5 learning outcomes for phase B, including the application of positive culture. In phase B, students are encouraged to apply various positive cultures, such as correct eating manners, using a queue culture, and increasing a sense of care and cooperation between friends. This is related to the P5 assignment from the school, which is for students in groups whose members consist of a combination of grades 1-6 to make and act out drama scripts. Properties are made in collaboration with groups using used materials. Finally, the teacher in phase C explained that the achievement for phase C is self-emotional control. Students are expected to be able to control their emotions and set an example for their younger classmates. P5 learning classically begins with morning reflection and prayer activities, which are divided into three groups according to the class phase and then given an assignment from the school in the form of making and acting out sociodrama scripts related to characters and led by students in phase C. Teachers provide opportunities for phase C students to control and guide younger classmates in carrying out the tasks given by the teacher. The application of holistic learning in P5 activities with the theme of local wisdom that focuses on polite speaking and polite behavior is shown in [Table 2](#).

Table 2. Implementation of Holistic Learning in P5 Activities

Respondents	Interview Results
Phase A Teacher	"The project module in our school is indeed divided into school project modules and project modules for each phase, and the basic difference is the learning outcomes. Because phase A is the beginning phase, the achievement is still simple, such as reducing shouting and planting four positive words in daily life, including " excuse, " " please, " " sorry, " and " thank you." "For the P5 schedule itself, each class is 7JP which is divided into two parts, namely 5 JP is carried out classically on Friday and 2 JP is carried out in each class according to the schedule. For activities classically coordinated together, while for 2 JPs according to the teacher's creativity, for example, in phase A, assignments such as making posters and simple comics related to polite language culture are usually given."
Phase B Teacher	"The P5 learning curve for phase B is more focused on implementing a positive culture. Its application includes eating correctly, implementing a queue culture, and increasing the sense of care and cooperation between friends. So, every Friday, our school classically holds P5 activities on various agendas. This month's agenda is to create a script and act out a simple sociodrama related to characters. Because the group consists of a mixture of students in grades 1-6, they learn to cooperate and care for each other, including in making the drama property because, indeed, the property is focused on coming from second-hand goods."
Phase C Teacher	"In phase C, students' P5 learning outcomes are related to self-emotional control. Because as the highest level, it is hoped that students in grades 5-6 will be able to set a good example for their younger classmates. P5 learning is classically carried out on Friday, starting with morning reflection and prayer activities, which are divided into three groups according to the class phase. After that, they were given an assignment from the school: making and acting in a sociodrama script related to the character. Because the group is divided evenly and consists of a mixture of students from various classes, students in phase C can lead and organize the implementation of sociodrama exercises. "

The last question is related to assessing holistic learning in P5 activities with the theme of local wisdom that focuses on speaking politely and behaving politely. Interviews were conducted with three students representing each phase. The interview process results related to the assessment of holistic learning in P5 activities are described as follows. First, students in phase A explained that teachers often ask questions in class related to four positive words. In addition, teachers once assigned them to make posters and comics related to the culture of polite language. The students' work is neatly arranged in a folder named and placed in the classroom. Second, students in phase B explained that in P5 learning in the classroom, teachers often give games such as puzzles related to positive culture. Moreover, teachers give assignments such as identifying the application of positive culture in the home and school environment. Third, students in phase C said that teachers often show films and short videos related to bullying cases, and then students are asked to give their opinions. In addition, students in phase C were once assigned to make a video containing drama about how to control emotions, as well as the assignment of making UN creations and P5 yells. The assessment of

holistic learning in P5 activities with the theme of local wisdom that focuses on polite speaking and polite behavior is shown in [Table 3](#).

Table 3. Assessment of Holistic Learning in P5 Activities

Respondents	Interview Results
Student Phase A	"In class, there are often questions and answers about four positive words, and the teacher also gives assignments to make posters and comics, but it must have something to do with the material presented, for example, given a sentence that there is help or thanks, and then after that the result folder is inserted."
Student Phase B	"The assignment during the P5 lesson is all kinds, and I was asked to fill in a puzzle about positive culture; I was invited to walk near this school, and I was assigned to write about the positive culture encountered in the environment around the school. I was also given homework to write about the positive culture that exists in the environment around my home."
Student Phase C	"Once, when the P5 lesson was aired, a film was shown, like a short video about bullying at school, and then we were asked one by one to give opinions regarding the content of the video. We were also asked to make a drama with a classmate whose content related to controlling our emotions. We have also been asked to make creations and P5 chants."

3.2 Discussion

Several points will be discussed based on the findings above. The first interpretation is that holistic learning planning in P5 activities is one of the important parts in determining the smooth running of P5 activities to be carried out. This holistic learning planning involves various related stakeholders such as teachers, students, parents, and school committees. The involvement of stakeholders and elements in the school aims to ensure that P5 activities are really carried out based on the needs of students by paying attention to the themes and topics raised [16]. The planning of P5 activities is closely related to the design of project teaching modules for students. The theme was selected based on several reasons and inputs from related parties, including students. After choosing a theme related to local wisdom and focusing on speaking politely and behaving politely, the school determined the allocation of time for the implementation of the project, which is for 7 JP in one week which is divided into 5 JP for classical P5 activities at school and 2 JP is carried out according to the creativity of each class teacher. In addition to time allocation, planning is done on the dimensions for each theme. Two dimensions are taken: faith and devotion to God Almighty and noble character with moral elements to humans that focus on always being empathetic, caring, and generous to others. The second dimension is global diversity, which includes elements of knowing and appreciating culture and sub-elements of deepening culture and cultural identity by focusing on behaving and communicating with each other.

Determining the time and dimension allocation is intended to map the distribution of project implementation at the school [42]. Coordination is carried out when compiling the project's teaching module to ensure the rationality of the content of the teaching module and its suitability with the characteristics of students. This is following planning in holistic learning that focuses on an approach that combines technology with psychology, integrates it into local culture, and frames it in the context of the cognitive development of elementary school students [43]. The design of the project module starts from the school project module, which contains the planning of P5 activities, which is carried out classically. Then, the teacher modifies the project module for each class by paying attention to the expected learning outcomes per the phase. Module modification is carried out by identifying the components of the module and whether they are following the student's development phase. After that, improvements are made to the content parts of the module adjusted to the conditions and needs of students [44]. The planning of P5 activities is designed for one semester with a variety of activities at school, including watching movies and short videos related to the character of manners, utilizing the surrounding environment to identify existing cultures and languages as learning resources, making posters and comics related to positive culture, carrying out sociodrama activities with character themes. Planning for implementing P5 in schools is carried out by providing learning opportunities to students in informal, flexible, and interactive situations. The situation is created so that students can improve the skills and competencies that they should have because P5 has the same opportunity for children to develop their skills without restrictions, and there is a direct connection with the surrounding environment [45].

The second interpretation is related to the implementation of holistic learning in P5 activities with the theme of local wisdom which focuses on speaking politely and behaving

politely. The time for the implementation of P5 activities is carried out classically on Friday for 5 JP not combined with other learning hours, and with the homeroom teacher for each class for 2 JP with material strengthening activities in accordance with their respective phases which include the introduction of the noble culture around and the habit to apply it in daily life. The material presented is different from the subject matter because it adjusts to the conditions of each school [46]. The material emphasized in this P5 activity focuses on the development of character of speaking politely and behaving politely because this character is the foundation for building quality human resources so that it must be formed as early as possible. The implementation of P5 activities is carried out through 4 stages which include: (1) orientation stage, which includes the introduction of material related to topics and themes and various activities to be carried out, (2) the contextualization stage which includes students practicing in their respective environments, (3) the action stage, which includes students working on the given project and (4) the reflection and follow-up stage, includes evaluation activities to the extent to which the project can be implemented and has an impact on the daily lives of students [42]. The orientation stage on the implementation of P5 activities was carried out by showing videos and short films related to character education such as bullying at school and the phenomenon of moral degradation that occurred. The contextualization stage is carried out by applying polite speech and polite behavior not only in the school environment, but also in the home and community environment. The school collaborates with students' guardians to monitor the process of students in implementing a culture of manners in the home and community environment. The action stage is carried out by working on various projects given by the teacher, for example, making posters and comics, making drama scripts and various necessary properties, as well as making yells and the United Nations related to P5 activities. The last stage is reflection and follow-up, the school asks for input from teachers, students and guardians to reflect on the extent to which the success of P5 activities can have an impact on the daily lives of students.

The implementation of P5 activities in the school has fulfilled the aspects of holistic learning which include (1) programs that are created to maximize the unique needs, interests, talents, and skills of each child, (2) teachers regularly monitor certain children and groups of children to find and fix problems with the curriculum in question, (3) teachers instill good moral values, (4) teachers form attitudes and social interactions between children and adults, (6) take advantage of many opportunities to develop children's cognitive, affective and psychomotor. The success of the implementation of holistic learning in P5 activities is influenced by various factors, including (1) a supportive school culture, (2) adequate infrastructure, (3) teacher professionalism, and (4) high student learning enthusiasm [7]. School culture includes habituation activities that direct children to behave positively, such as morning worship and reflection activities, deepening literacy and numeracy, and eating together in the schoolyard by bringing healthy provisions during breaks that will improve social skills and student interaction. The infrastructure facilities owned by the school are quite adequate, such as large yards, halls, sufficient classrooms, computer labs, and libraries. Teachers have high loyalty and enthusiasm for learning in striving for the success of P5 activities, and students have motivation, enthusiasm, and awareness in improving their manners.

Holistic learning in the implementation of this P5 activity aims to develop individuals as a whole so that they can grow into balanced, intelligent, and independent human beings by emphasizing the development of various multiple intelligences, which include aspects of spiritual, aesthetic, physical, intellectual, emotional, and social aspects. It is vital to apply the spiritual aspect early so students become sensitive to their mental and soul conditions [47]. Spiritual elements are developed by habituating worship, God's words, and reflections following the phases of their respective classes, which students follow seriously before participating in P5 activities. The aesthetic aspect is related to integrating art and culture into learning activities [48]. The development of aesthetic elements is carried out by combining art and culture in P5 activities through sociodrama activities related to the character of manners, where students in groups make scripts and act out their scripts with props made by the group themselves from used materials. The development of physical aspects in elementary school students is the body and brain's growth, sensory capacity stability, motor skills, and health [49]. The development of the physical aspect is carried out with drama performances, yells, and

line-by-line with the theme of P5; in addition to P5 learning, which is carried out classically in the schoolyard, teachers often hold games and ice-breaking so that students do not get bored quickly. The development of intellectual aspects is closely related to students' cognitive abilities, namely the ability to think and solve problems [50].

The development of intellectual aspects is carried out by identifying the culture and language that exists in the content of the video or film about the characters shown. In addition, students are also invited to visit the surrounding environment to identify the culture and language that exists in the community. The development of emotional aspects involves changes in recognizing, understanding, and managing students' emotions [51]. The emotional aspect includes the development of the ability to recognize one's own emotions and those of others, cope with stress, control emotions, and develop emotional well-being [52]. The development of emotional aspects in P5 learning is carried out by applying a positive culture in schools and controlling one's emotions. The positive culture implemented in the school environment includes the culture of queuing when going to do something, not shouting, and reminding each other to speak politely and behave politely with each other. The development of social aspects includes their ability to communicate, empathize, cooperate, and constructively resolve conflicts. The development of social aspects in P5 learning is carried out through group activities, where each sociodrama group consists of a mixture of students in grades 1-6. Cooperation and collaboration in groups are indispensable to performing good sociodrama. The high class tries to guide the younger classmates so that social interaction is established between classes.

The third interpretation is related to the assessment of holistic learning in P5 activities with the theme of local wisdom, which focuses on speaking and behaving politely. The assessment used by teachers in P5 activities is authentic and includes performance assessments, projects, and portfolios. Authentic appraisals consist of various types, such as performance appraisals, practice evaluations, project appraisals, product appraisals, and portfolio appraisals. The assessment of P5 activities includes evaluating students' performance in preparing projects within the school scope, such as sociodrama and completing projects in the classroom, such as making posters and comics with character themes. Project assessment includes assessing the process and results of the student's project. The portfolio assessment includes various student works related to P5 learning. The school held a project evaluation activity to determine the effectiveness of the P5 activities [53]. In addition, evaluation activities are used to discover the obstacles faced and find joint solutions to overcome them [42]. Evaluation activities are carried out by the school authorities, such as teachers, students, parents of students, and school committees.

4. Conclusion

P5 learning planning with the theme of local wisdom focuses on speaking politely and behaving politely per the principles of comprehensive and integrated, holistic education as part of efforts to shape human beings as a whole and comprehensively. The implementation of P5 learning has fulfilled the development of spiritual, aesthetic, physical, intellectual, emotional, and social aspects in harmony, intending to optimize the abilities of each individual through a fun, democratic, and balanced learning experience. The implementation of the P5 evaluation is carried out with an authentic assessment.

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