# The effectiveness of P5 learning in the Merdeka Curriculum on the skills of seventh-grade students at MTs DDI Kulo

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**Abstract**

Inisiatif Proyek Penguatan Profil Pelajar Pancasila (P5) merupakan salah satu inovasi pentingnya Kurikulum independen yang dirancang untuk mengembangkan kompetensi siswa secara holistik, Mencakup aspek berpikir, sikap emosional, dan keterampilan fisik.Urgensi studi ini terletak pada kebutuhan untuk memastikan bahwa implementasi P5 mampu meningkatkan emampuan yang relevan dengan tuntutan era modern. Seperti Melibatkan kemampuan untuk menganalisis secara mendalam, mengevaluasi informasi secara objektif, dan membuat keputusan berdasarkan pemikiran yang logis., kolaborasi, kreativitas, dan komunikasi, yang sangat relevan dengan tuntutan dunia modern.Penelitian ini bertujuan untuk mengevaluasi sejauh mana pembelajaran yang diterapkan dapat memberikan hasil yang efektif. berbasis P5 terhadap keterampilan siswa kelas VII di MTs DDI Kulo. Penelitian ini diharapkan dapat berkontribusi dalam pengembangan metode pembelajaran yang lebih efisien dan bermanfaat, khususnya dalam konteks pendidikan di madrasah, serta mendukung tercapainya tujuan Kurikulum Merdeka dalam membentuk pelajar yang berkarakter Pancasila.

Luaran dari penelitian ini mencakup beberapa aspek penting. Pertama, penelitian ini akan menghasilkan data empiris tentang dampak pembelajaran P5 terhadap keterampilan siswa. Kedua, Hasil penelitian ini diharapkan dapat memberikan saran praktis bagi guru dalam mengintegrasikan P5 ke dalam proses pembelajaran. Ketiga, Penelitian ini dapat berfungsi sebagai landasan untuk kebijakan pendidikan di tingkat madrasah untuk memperkuat implementasi Kurikulum Merdeka.Dengan adanya penelitian ini, diharapkan siswa dapat meningkatkan kemampuan mereka berpikir kritis, bekerja sama dalam tim, serta mengembangkan keterampilan kreatif yang aplikatif Mengungkapkan teks ini dalam kehidupan sehari-hari berarti bahwa kita tidak hanya memperhatikan apa yang kita ketahui (aspek kognitif), tetapi juga bagaimana kita merasakan atau menanggapi sesuatu (aspek afektif), dan bagaimana kita menerapkan pengetahuan dan perasaan itu dalam tindakan nyata (aspek psikomotorik) memberikan wawasan tentang bagaimana P5 dapat diterapkan secara efektif di lingkungan madrasah, khususnya di MTs DDI Kulo, sehingga mendukung peningkatan kualitas pendidikan secara berkelanjutan.

*Kata Kunci: Pembelajaran P5, kurikulum merdeka, keterampilan siswa.*

**Abstract**

*The Pancasila Student Profile Strengthening Project (P5) initiative is one of the important innovations of an independent curriculum designed to develop student competencies holistically,*

*covering aspects of thinking, emotional attitudes, and physical skills. The urgency of this study lies in the need to ensure that the implementation of P5 is able to improve abilities that are relevant to the demands of the modern era. Such as involving the ability to analyze in depth, evaluate information objectively, and make decisions based on logical thinking, collaboration, creativity, and communication, which are very relevant to the demands of the modern world.*

*This study aims to evaluate the extent to which the applied learning can provide effective results. based on P5 on the skills of class VII students at MTs DDI Kulo. This study is expected to contribute to the development of more efficient and useful learning methods, especially in the context of education in madrasas, as well as support the achievement of the goals of the Merdeka Curriculum in forming students with Pancasila characters.*

*The output of this study covers several important aspects. First, this study will produce empirical data on the impact of P5 learning on student skills. Second, the results of this study are expected to provide practical advice for teachers in integrating P5 into the learning process. Third, this study can serve as a basis for educational policies at the madrasah level to strengthen the implementation of the Merdeka Curriculum.*

*With this research, it is expected that students can improve their ability to think critically, work together in teams, and develop creative skills that are applicable. Expressing this text in everyday life means that we not only pay attention to what we know (cognitive aspect), but also how we feel or respond to something (affective aspect), and how we apply that knowledge and feelings in real action (psychomotor aspect) provides insight into how P5 can be implemented effectively in the madrasah environment, especially at MTs DDI Kulo, so as to support the continuous improvement of the quality of education.*

*Keywords: P5 learning, independent curriculum, student skills.*

## INTRODUCTION

Education in Indonesia has undergone various changes throughout its developmental stages, with the evolution of the curriculum being of great importance. The modification of curricula has evolved from 1947 until now, culminating in the implementation of the Merdeka Curriculum, a fundamental component of the educational process, which in turn influences the educational outcomes in line with the pedagogical goals described in Law Number 2 of 1985, aimed at facilitating society in achieving its maximum potential while strengthening national life.

In 2018, the Indonesian government initiated the implementation of the Independent Curriculum, also known as the Merdeka Curriculum, to address the critical issue of aligning educational practices with labor market demands. This innovative framework provides educators and learners with a significant level of autonomy and

adaptability in selecting and developing educational content tailored to meet local needs and contextual factors. By actively involving the community in the educational framework, the government aims to enhance the overall quality of education, ensuring its relevance to the professional environment's requirements. Despite the fact that the Merdeka Curriculum has been implemented in a number of educational institutions, there remains a pressing need for comprehensive research to evaluate its effectiveness and impact on the quality of educational outcomes. Therefore, this investigation aims to examine the underlying principles of the Merdeka Curriculum and identify ways in which its implementation can facilitate the improvement of learning quality.

Effectiveness is derived from the word "effective," which refers to the execution of an activity to assess the extent to which the activity achieves the desired outcomes or goals. Thus, effectiveness can be defined as the measurement level that indicates the degree of success. The closer the achievement is to the desired goal, the higher the required effectiveness. The more effective a person is in performing a task, the greater the likelihood of success.

P5 is an integrative educational framework that facilitates the observation and critical analysis of potential solutions to challenges in the immediate environment. The strengthening of the Pancasila Student Profile through a project-based learning methodology (PBL) provides opportunities for students to engage in a more participatory educational experience and interact directly with their surroundings, enhancing various skills encapsulated in the Pancasila Student Profile. This profile emphasizes six key dimensions: belief in and devotion to God Almighty and noble character, global diversity, mutual cooperation, critical thinking, independence, and creativity.

The strengthening of the Pancasila Student Profile emphasizes the development of character and competencies integrated into the daily life of individual students, facilitated through educational environments, intercultural experiences, and extracurricular and co-curricular activities, such as project-based learning.

This effort combines the methodology of plant cultivation using polybag media in the character education curriculum based on the Pancasila Student Profile. Furthermore, the study aims to address the deficiencies related to the scarcity of practical involvement that can provide agricultural competencies to students. The purpose of this research is to formulate an applicable and contextual pedagogical approach through plant cultivation, which not only improves students' knowledge and skills but also nurtures their character characterized by nobility and environmental management. As a result, this research can make a significant contribution to the advancement of character education and practical skills in educational institutions through activities focused on plant cultivation using polybag media. Additionally, this research has the potential to serve as a paradigm for other educational institutions in integrating character education with relevant practical skills related to daily life.

The basis for implementing P5 (Project to Strengthen the Pancasila Student Profile) is to reinforce the values of Pancasila by emphasizing the six main dimensions: belief in and devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, critical thinking, and creativity. The application of these values in learning requires a more innovative and collaborative approach from educators,

providing students with space for reflection to understand the meaning of the projects or activities they undertake. Therefore, the researchers will conduct a deeper study on the "Effectiveness of P5 Learning in the Merdeka Curriculum on the Skills of Seventh-Grade Students at MTs DDI Kulo."

**METHOD**

This research uses a quantitative design that limits the existing issues according to the formulated problem statement. According to Sugiyono (10), this study will focus on the limitations of quantitative studies while sorting relevant data from irrelevant ones. The data used in this research comes from:

According to Siregar (11), primary data is data that comes from internal sources and is obtained directly through observation, such as direct observation.

According to Siregar (11), secondary data is data obtained from external sources through references from outside, such as articles or journals.To produce good research, the researcher needs to design a plan to be used during the implementation, so that the research process can be orderly and detailed. In this investigation, data collection is carried out using a Non-Equivalent Control Group Design. This design requires the selection of experimental and control groups without using random methods. As part of this process, a pretest is conducted to measure the baseline understanding of both groups, while a posttest is administered to evaluate learning outcomes after the intervention is given. This study collects data from two different classes, each divided into a control group and an experimental group. The research design is presented in Table 1.

**Table 1. Experimental Research Design**

| Group | Class | Pretest (T1) | Treatment (X) | Posttest (T2) |
|---|---|---|---|---|
| Control | X1 | T1 | - | T2 |
| Experiment | X2 | T1 | Project-Based Learning | T2 |

**Note:**

- X1 = Class VII A
- X2 = Class VII B
- X = Project-Based Learning
- T1 = Pretest Results
- T2 = Posttest Results

In this investigation, the data analysis methodology consists of descriptive statistics. As articulated by Sugiyono, descriptive statistics serve as a technique for explaining the data that has been collected, without the intention of drawing conclusions with general or universal characteristics. The further application of descriptive statistics allows the researcher to evaluate the strength of the relationships between variables and facilitates comparisons by comparing data with the average population. In descriptive statistics, there is no significance testing or error level, as researchers do not aim to formulate generalizations.

The data analysis methodology applied in this research includes hypothesis testing through a t-test. The initial step in data analysis involves determining the mean value. Before conducting the t-test, it is essential to perform normality and homogeneity tests.

**a. Mean/Average**

To calculate the mean value, the following formula is used: [18]

$$\bar{X} = \sum^n \frac{Xi}{n}_{i=1}$$

Menghitung Varians penelitian menggunakan rumus:

$$S^2 = \frac{n\sum_{}^{n} = 1x^2 - (\sum_{}^{n} = 1x_1)^2}{n(n-1)}$$

Keterangan:

S = Standar Deviasi

$S^2$ = Varians

$n$ = Sampel/jumlah data

$\bar{X}$ = Nilai rata-rata

**a. Normality Test**
The test can be conducted using the Liliefors test with the following formula:

**Explanation**:

- XXX = Data/Value
- μ\muμ = Mean
- SSS = Standard Deviation

The absolute largest value among the absolute differences is identified and denoted as L0L_0L0. This value is then compared with the Liliefors table at α=0.05\alpha = 0.05α=0.05 with the criteria:

- If L0<LtableL_0 < L_{\text{table}}L0 <Ltable, the sample is considered to follow a normal distribution.

The homogeneity test is used to determine whether a sample is homogeneous within the research population. Homogeneity refers to the equality of variance in a dataset. The homogeneity test is performed on the cognitive domain (pretest and posttest), affective domain (questionnaire), and psychomotor domain (checklist). This homogeneity test uses Levene's test with the help of SPSS Version 26.0. The sample data will be considered homogeneous if the significance value is greater than the threshold.

**Testing Criteria**:

- If Sig.>0.05\text{Sig.} > 0.05Sig.>0.05 → Accept H0H_0H0 (Homogeneous variance).
- If Sig.≤0.05\text{Sig.} \leq 0.05Sig.≤0.05 → Reject H0H_0H0 (Non-homogeneous variance).

**c. Hypothesis Test**
The hypothesis testing is conducted using the paired sample t-test facilitated by IBM SPSS Version 26, applying a significance threshold of 0.05. The hypothesis tested in this research is as follows:

- H0H_0H0: There is no effectiveness of P5 learning in the Merdeka curriculum in improving the skills of seventh-grade students at MTs DDI Kulo.
- HaH_aHa: There is an effectiveness of P5 learning in the Merdeka curriculum in improving the skills of seventh-grade students at MTs DDI Kulo.

**Criteria for conclusion**:

- If the significance value <0.05< 0.05<0.05, then HaH_aHa is accepted, and H0H_0H0 is rejected.
- If the significance value >0.05> 0.05>0.05, then H0H_0H0 is accepted, and HaH_aHa is rejected.

**RESULT AND DISCUSSION**

The purpose of this discussion is to provide an overview of the descriptive characteristics of the research data for each indicator studied. The data presented includes the cognitive, affective, and psychomotor domains for both the experimental and control groups.

The research data was obtained from a structured study conducted at MTs DDI Kulo during the 2024/2025 academic year,

specifically for the P5 subject. The research subjects were seventh-grade students: class VIIa, consisting of 16 students, and class VIIb, also consisting of 16 students. The study took place from January 10 to February 21, 2025, with sessions held once a week on Fridays for both classes.

As previously described, the purpose of this research was to evaluate the effectiveness of P5 learning within the Merdeka Curriculum in improving the skills of seventh-grade students at MTs DDI Kulo. The primary focus of the research was to assess the effectiveness of student learning outcomes, specifically in enhancing their skills. This study compared the learning outcomes of students who participated in P5 project-based learning with those who followed the teacher-centered learning approach. The effectiveness was observed through the improvement of student skills in three domains: cognitive, affective, and psychomotor, in both the experimental and control groups.

The initial skill levels of students were known to be equivalent after a pretest was conducted. Therefore, the research proceeded to test the effectiveness of applying P5 learning based on the Merdeka Curriculum to improve the skills of students in class VII at MTs DDI Kulo.

Based on the data obtained from the pretest, the average score for the control group was 46.00, with the highest score being 61 and the lowest score being 23. For the experimental group, the average pretest score was 54.62, with the highest score being 73 and the lowest score being 30.00. The posttest results for the control group showed an average score of 73.93, with the highest score being 100 and the lowest score being 43. The posttest results for the experimental group showed an average score of 84.31, with the highest score being 100 and the lowest score being 73.

The effectiveness of P5 learning in the Merdeka Curriculum on the skills of seventh-grade students at MTs DDI Kulo can be seen from the gain scores for both groups. The gain score for the control group showed an average of 0.52, with 5 students (31.25%) in the high category, 8 students (50%) in the medium category, and 3 students (18.75%) in the low category. Meanwhile, in the experimental group, which had an average gain score of 0.64, 6 students (37.5%) were in the high category, 8 students (50%) were in the medium category, and 2 students (12.5%) were in the low category.

These results suggest that the implementation of P5 learning within the Merdeka Curriculum is more effective in enhancing the skills of students compared to the conventional learning approach in seventh grade at MTs DDI Kulo. A comparison of the gain scores is shown in **Figure**.
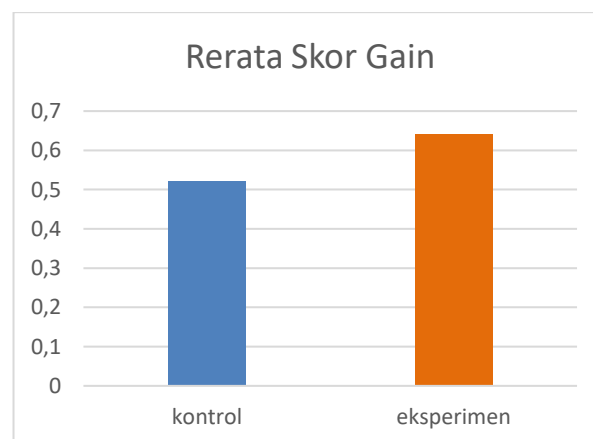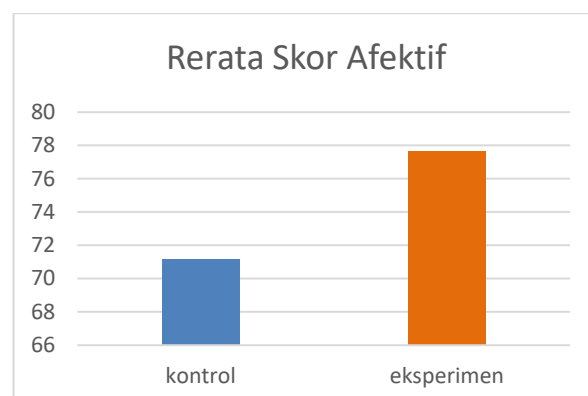


**Figure:** Bar Chart Comparison of Average Gain Scores

Based on the gain score test table, it was found that the absolute t-value $|t_{\text{hitung}}| > t_{\text{tabel}}$ $|t_{\text{hitung}}| > t_{\text{tabel}}$, i.e., $t_{\text{hitung}} = 8.762 > 2.042$ $t_{\text{hitung}} =$

8.762 > 2.042thitung=8.762>2.042. This condition indicates that $H_0$H_0H0 is rejected, and HaH_aHa is accepted. The conclusion drawn from this is that the P5 learning model in the Merdeka Curriculum is more effective in enhancing student skills compared to the Teacher-Centered learning model. The improvement in student skills, especially in the cognitive aspect, occurred because P5 learning provides opportunities for students to learn actively and independently. Students are encouraged to gather as much information as possible from various sources, such as asking the teacher or peers, using the internet, reading books, or using labsheets. The unlimited access to information becomes an essential asset in improving students' learning skills, in line with the principles of Merdeka Belajar applied in the Merdeka Curriculum at seventh grade at MTs DDI Kulo.

The affective assessment was carried out on both the experimental and control groups. The purpose of the affective assessment was to examine students' attitudes and emotional conditions during the learning process. Based on the data obtained from the questionnaire, the average affective score for the control group was 71.19, with the highest score being 81.67 and the lowest score being 53.33. Meanwhile, for the experimental group, the average affective score was 77.63, with the highest score being 86.67 and the lowest score being 66.67.

Below is a graph that shows the comparison between the average affective scores of the control and experimental groups.



**Figure:** Bar Chart Comparison of Average Affective Scores

Based on the affective score test table, it was found that the absolute t-value |thitung|>ttabel|$t_{\text{hitung}}$| > $t_{\text{tabel}}$|thitung|>ttabel, i.e., thitung=2.987>0.023$t_{\text{hitung}}$ = 2.987 > 0.023thitung=2.987>0.023. This condition indicates that $H_0$H_0H0 is rejected, and HaH_aHa is accepted. The conclusion drawn is that P5 learning in the Merdeka Curriculum is more effective in improving students' affective aspects compared to the Teacher-Centered learning model.

The affective domain is an essential aspect related to students' attitudes, interests, and engagement in the learning process. In the context of this research, the improvement in the affective domain of seventh-grade students at MTs DDI Kulo in the P5 learning model under the Merdeka Curriculum occurred due to the implementation of the Project-Based Learning model. With this model, students, both intentionally and unintentionally, become more familiar with and understand the material to be learned. This is evident from the initial learning activities, where the teacher provides apperception and essential questions to the students. Apperception helps students understand the importance of studying the

Pancasila Student Profile Strengthening Project (P5), while essential questions encourage students to actively respond to the material presented.

Furthermore, the teacher, together with the students, determines the project to be worked on through mutual agreement. This process fosters students' enthusiasm and sense of responsibility for the tasks they work on, so their skills develop without feeling forced. At the end of the learning session, the teacher carries out a reflection to provide further apperception, criticism, and suggestions to the students. This reflection also serves as a space for students to share their difficulties or pleasures during the learning process, which becomes material for the teacher's evaluation to improve the effectiveness of P5 learning in the future.

Additionally, the affective domain of students in P5 learning can be further enhanced by providing concrete evidence of the benefits and importance of the projects being undertaken. This tangible evidence fosters students' interest, which ultimately strengthens their discipline and independence in completing the project. The teacher's role is also crucial in improving students' affective and skill development, including through motivation, rewards, as well as constructive criticism and suggestions. Thus, the implementation of P5 learning within the Merdeka Curriculum has proven to be effective in improving the skills and positive attitudes of seventh-grade students at MTs DDI Kulo.

## 1. Effectiveness of the P5 Model (Project Strengthening the Pancasila Student Profile) in the Psychomotor Domain

The psychomotor assessment aims to evaluate the skills and psychomotor condition of students as they complete tasks in the learning process. Based on data obtained from the checklist observations, the average psychomotor score for the control group was 75.88, with the highest score being 85 and the lowest score being 65. For the experimental group, the average psychomotor score was 83.24, with the highest score being 95 and the lowest score being 75.

Below is a graph that shows the comparison between the average psychomotor scores of the experimental and control groups.
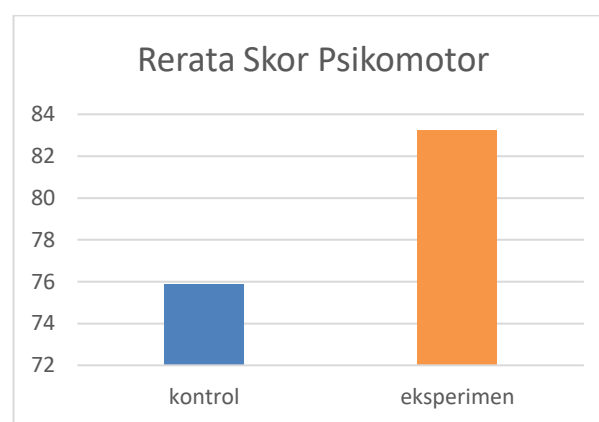


**Figure:** Bar Chart Comparison of Average Psychomotor Scores

Based on the psychomotor score test table, it was found that the absolute t-value $|t_{\text{hitung}}| > t_{\text{tabel}}$, i.e., $t_{\text{hitung}} = 3.818 > 2.042$. This condition indicates that $H_0$ is rejected, and $H_a$ is accepted. The conclusion drawn is that P5 learning in the Merdeka Curriculum is more effective in improving students' psychomotor skills compared to the Teacher-Centered learning model.

The psychomotor domain is an aspect related to students' skills and abilities in performing tasks. This domain can be developed through the application of the P5 learning model (Project Strengthening the Pancasila Student Profile) in the Merdeka Curriculum. In the P5 learning process, seventh-grade students at

MTs DDI Kulo are given a real project that must be planned and completed. The project activities involve several stages, including planning, implementation, and reporting the results.

In the planning stage, students, along with their group members, design the project to be carried out and develop a timeline for its completion. This stage trains students to be more independent, think critically, and take responsibility for the tasks that have been outlined. The next stage is the implementation, where students work together in groups to complete the planned project, with the group leader playing a key role in managing the collaboration. The final stage is reporting the results, where students prepare a report as a form of accountability and a tool for the teacher to assess the students' skills and achievements in completing the project.

Therefore, P5 learning in the Merdeka Curriculum is effective in enhancing students' skills, particularly in the psychomotor domain.

## CONCLUSION

This study demonstrates that the implementation of the Project Strengthening the Pancasila Student Profile (P5) learning model in the Merdeka Curriculum is significantly more effective than the conventional Teacher-Centered learning model in enhancing the skills of seventh-grade students at MTs DDI Kulo. This effectiveness is reflected in improvements across three skill domains: cognitive, affective, and psychomotor. Based on the t-test results, all domains showed a significance value smaller than 0.05, indicating a significant difference between the experimental group receiving P5 learning and the control group. The average gain score for the experimental group in the cognitive domain was 0.64 (considered quite effective), with an average affective score of 77.63 and an average psychomotor score of 83.24, both higher than the control group. This indicates that the project-based approach in P5 learning encourages students to be more active, creative, independent, and collaborative, thus strengthening the holistic skills that are the goal of the Merdeka Curriculum.

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