

## Improving Students Positive Self-Concept through the P5 Program at SMP N 13 Surakarta

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### Abstract

School education is a learning process that aims to develop potential with a planned effort. In developing students' potential, it is necessary to form a positive self-concept of students. This study aims to find out how to increase students' positive self-concept using the independent learning curriculum that focuses on the P5 program. The method used is Focus Group Discussion which is a method used to obtain qualitative research data by gathering a small group of people to discuss a particular topic. The research informants for this research were the learning committee team at SMP Negeri 13 Surakarta, consisting of 8 people. From the results of the FGDs that have been conducted, it can be concluded that the independent learning curriculum can improve students' positive self-concept, especially in the P5 program. Because students will be taught to prepare performances independently and are required to cooperate with one another. On the other hand, the teacher can assess the process of activities according to the theme and accompany them directly. The teacher also directs all students to work according to their respective job desks, so that this P5 activity will be felt as a joint activity. In addition, periodic theme changes are also carried out in the application of P5 so that students do not get bored

**Keywords:** Independent Curriculum, P5 Program, FGD

## INTRODUCTION

### Background

Education is a conscious and planned effort made to create a learning atmosphere and learning process so that students actively develop their potential. Referring to Law Number 20 Year 2003 Article 2, the purpose of education does not only focus on academic achievement but also makes students as human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Starting from the purpose of education according to Law Number 20 Year 2003, it is appropriate that education of students should produce a positive self-concept. Self-concept is the opinion, belief, judgement of oneself and others about oneself. Be it in terms of talents, interests, abilities, physical and psychological assessments. (Apriliyanti et al., 2016; Tabbah et al., 2012).

The characteristics of a positive self-concept are marked by a belief in one's ability to overcome problems, accept praise without shame, realise that all people have different feelings, feel equal to others and are not inferior in front of others, are able to improve themselves and understand that every behaviour is unlikely to be fully approved by society. (Reski et al., 2017). Academic self-concept is a student's motivation regarding beliefs about his or her abilities in academic achievement (Fleischmann et al., 2023).

Hurlock (1999) revealed that self-concept has an important role in regulating behaviour and adjustment in life. Self-concept is closely related to students' depression in academic problems, reference in choosing friends (Zhang et al., 2022), affecting students' academic achievement (Chen et al., 2015; Dwi Pratiwi & Mangunsong, n.d.) and decisions in determining future employment fields (Chen et al., 2015).

Self-concept also affects student discipline. Research conducted by Ihsan on "ABC" Yogyakarta madrasa students stated that the more positive the student's self-concept, the higher the discipline. Vice versa, the more negative the student's self-concept, the lower the level of student discipline. (Mz, 2018). Students with a negative self-concept will be less excited, less comfortable, and tend to separate themselves from classroom activities (Dwi Pratiwi & Mangunsong, n.d.). With a positive self-concept, social support from family, peers, teachers and schools will produce students who have a competitive spirit (Chen et al., 2015).

Improving students' positive self-concept can be done in various ways. Research conducted in China shows that physical activities can reduce depression which ultimately forms a positive self-concept (Zhang et al., 2022). Activities that require teamwork and strengthen the closeness between students and teachers also affect students' self-concept, especially if they are carried out in the first year of students entering school (Karaman et al., 2021). Students' self-concept is influenced by social support from peers, family members, other social groups or larger social groups where the role of teachers and schools is needed (Fernández-Zabala et al., 2020; Zhang et al., 2022). Another study revealed that adaptability in terms of academics, social-emotional closeness with friends, teachers and schools had a significant effect on students' academic self-perception (Karaman et al., 2021). Schools also have a role to prevent racial discrimination or bullying in students to create a conducive atmosphere which also affects students' self-perception (Tabbah et al., 2012).

The Merdeka Curriculum is a new policy initiated by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia with the aim of realising an innovative learning process and following the needs of students (student centered learning) (Indarta et al., 2022). The Merdeka Curriculum focuses on student achievement in the form of attitude, knowledge, and skills competencies (Leny, 2022). The Merdeka Curriculum acts as a supporting factor for integrating school learning that can increase students' positive self-concept, because it emphasises the development of soft skills, such as critical thinking skills, communication, collaboration, and creativity (Indarta et al., 2022) will indirectly strengthen peer relationships between students and their teachers. However, the key to the successful implementation of the Merdeka Curriculum is the need to have a willingness to make changes from the school principal and teachers (Sumarsih et al., 2022).

It can be concluded that the independent curriculum with the P5 programme can provide space to develop a more positive student self-concept and this is a new hope for the development of student progress.

### Situation analysis

Interviews that have been conducted with one of the BK teachers at SMP Negeri 13 Surakarta, obtained information that there are several violations that students often commit such as bullying, order problems such as throwing garbage out of place, and indiscipline, for example, the use of class time when the teacher is late or unable to attend class. Then also found information that students have an economically disadvantaged family background as well as a family background which will also indirectly have an impact on psychological adjustment, self-concept, adaptation to the social environment, low learning achievement and other problematic behaviours at school (Braithwaite et al., 2016).

From the initial interview information that has been conducted, further efforts are needed to understand the overall picture of students' self-concept so that it can be followed up by formulating programme policies at school to increase students' positive self-concept. From the background of the school conditions that have been mentioned, the following problems were formulated:

- How is the self-concept of the students of SMP Negeri 13 Surakarta?
- How are the efforts that have been made by the school related to the development of students' positive self-concept?
- What solutions can be offered?

To overcome the above problems, community service is carried out as an effort to empower schools to formulate programmes to help improve students' positive self-concept. The Pancasila Student Profile Strengthening Project (P5) as a means offered by SMP N 13 Surakarta to improve students' positive self-concept. P5 is a project-based learning approach that is part of the independent curriculum in Indonesia (Chamidin & Muhdi, 2022; Fitroh et al., 2023; Saraswati et al., 2022). The project is designed to encourage students to be more innovative in designing learning materials, learning directions, and learning steps (Chamidin & Muhdi, 2022). P5 projects are conducted in various forms, such as poster making, dance, poetry musicalisation, theatre, vlog, and selling (Saraswati et al., 2022). Teachers play an important role in the implementation of P5 projects. They are encouraged to work collaboratively in small groups, with a coordinator and facilitator, to plan, implement and evaluate P5 projects (Nurdyansyah et al., 2022).

### METHOD

The program of community service conducted in four different steps. The first step was collecting the data to obtain the condition of the student in terms of self-concept. In the second step then the data was analyzed in order to have some conclusion about the student self-concept. Then in the third step was focus group discussion to inform the survey results to the school

teacher and headmaster and discuss the alternative of solutions. Finally, the last step was to formulating the program to enhance students' positive self-concept.

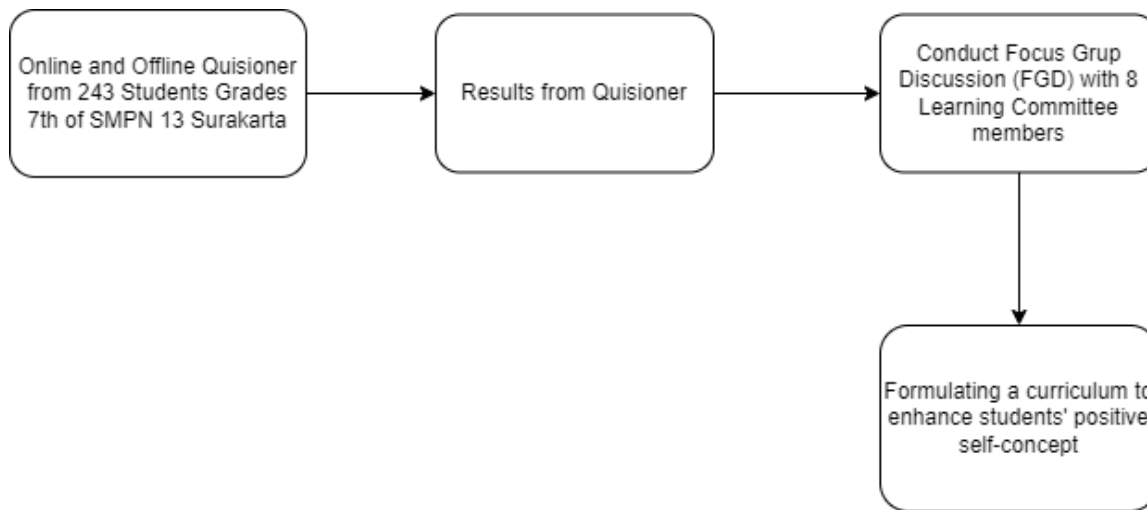


Figure 1. Method

## RESULT

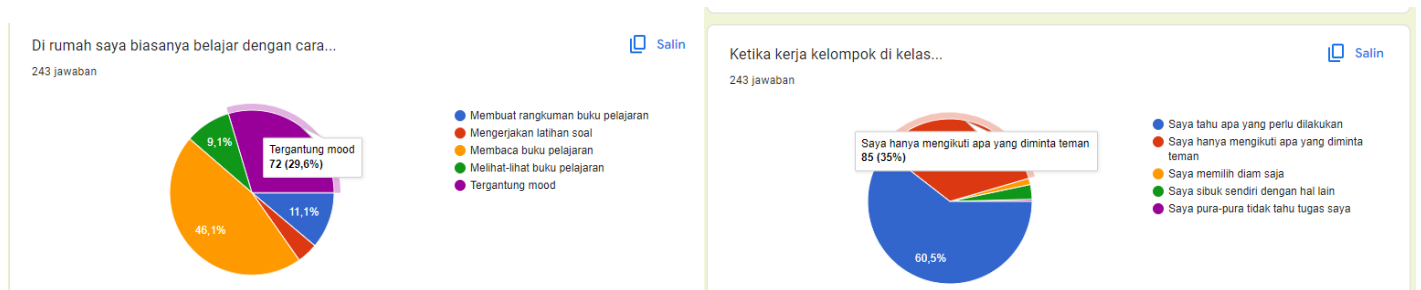


Figure 2. Student interest in learning

The figure above shows that out of 243 grade 7 students, there are still 29.6% (72 students) who study depending on their mood. In addition, in working on group assignments, there are still 35% (85 students) who only follow what their friends say when working in groups.

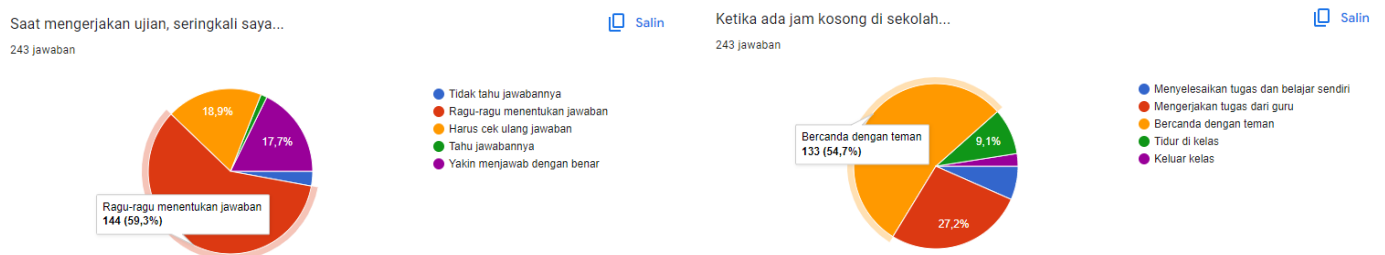


Figure 3. Student focus in learning

The figure above shows that out of 243 grade 7 students, there are still 59.3% (144 students) who study hesitantly when answering exam questions. Then when there is free time, 54.7% (133 students) prefer to joke in class rather than focus on learning.

From the survey results above, it can be concluded that grade 7 students do not have a positive self-concept so they do not understand how their duties as students at school. After the survey, the next activity was Focus Group Discussion. The results of the Focus Group Discussion are as follows:

- What do you think an independent curriculum is?  
"The independent curriculum is learning that frees students to choose where to study and go directly to the field" (DHB and RWR).
- Because this is a new curriculum, which automatically removes the previous curriculum, is there a sharing session for :
  - a. School teachers
  - b. Parents/student guardians
  - c. Students"The independent curriculum has become a programme in Surakarta City Schools so that the school community is certainly aware of this programme. However, to make the independent curriculum a new curriculum that is implemented, schools must become driving schools and some teachers must also become driving teachers. Well, it is the teachers who have become the driving teachers who help in socialising how this independent curriculum is implemented in schools" (RWD).
- How do you implement these independent curriculum programmes at SMP N 13 Surakarta?  
"At first it was quite difficult because we had to change again to a new curriculum where the independent curriculum requires teachers to be more active and technology literate. So we took approximately 1 year to find a formula for how to implement this independent curriculum in our school. We also shared with various driving schools that had implemented this independent curriculum, but they also said that each school's formula was different, adjusting to the school environment and climate. Finally, we sent a teacher to become a mobilising teacher and concoct a formula that suits the climate of our school. And Alhamdulillah, we are now able to implement the independent curriculum." (RWD and AB)
- From the various independent curriculum programmes, there is one programme called P5. What do you think about the P5 programme?  
"The P5 programme is good, because students are directed to bring out new ideas that become innovations in learning" (RWR and RWD).
- Has the independent curriculum changed the rules at school, especially the rules regarding learning? What rules/policies have changed?  
"Mostly only at the beginning, teachers are required to prepare several teaching methods that use driving aids when teaching. And teacher teaching time will be compacted

considering that next school year the P5 programme will be implemented for all levels."  
(AB)

- How did the school community (teachers, parents/guardians, and students) respond to the policy changes that coincided with the implementation of the independent curriculum at SMP N 13 Surakarta?

"For sure, teachers are tired because they have to follow the learning methods in the independent curriculum. They have to develop teaching aids from scratch, determine the theme for the P5 programme and of course, they have to be technologically literate. That's why in this independent curriculum, we also involve ICT teachers so that they can teach other teachers." (RWD)

- Are there any different forms of teaching and learning activities after the implementation of this independent curriculum? If so, can you mention what form of activity?

"What is different is that teachers must prepare from the beginning of the semester how they will teach their students and also prepare if teaching aids are needed. However, not all lessons apply this independent curriculum." (DR)

- As a committee team and also an educator, you must want the best for students at SMP N 13 Surakarta. What activities have been implemented at school and make you believe that these activities can increase the enthusiasm for learning for students of SMP N 13 Surakarta?

"The new activity that is running in accordance with this independent curriculum is the P5 programme and has only been implemented in grade 7. The activities that have been carried out are with the theme of entrepreneurship. So yesterday the students were selling at school. And we are also surprised that students can now be that creative. Their mind is out of the box." (EI and DHB)

- If a school activity is considered positive but there is no school policy governing it, what will the committee do?

"Yes, of course we will organise or implement a new policy if needed and it has gone through an evaluation stage first. For example, the P5 programme was initially only implemented for grade 7, but because the results were extraordinary beyond our predictions, we will also implement it for all levels. In order for students to be more independent learners, they can learn anywhere, be more creative and critical, and understand their strengths and weaknesses." (DHB and DH)

From the FGD with the Learning Committee Team, it can be concluded that with the selection of SMP Negeri 13 as a driving school, the school also implements an independent learning curriculum. With this curriculum, the school can help improve students' positive self-concept, one of which is by implementing the Pancasila Strengthening Profile Implementation Project (P5). With the evaluation in the 2022-2023 school year, the school issued a policy that the P5 programme will be applied to every level in SMP Negeri 13 Surakarta, which initially this programme was only aimed at grade 7. This policy will be implemented in the 2023-2024 school year and teachers are expected to complete all teaching materials before the implementation of the P5 programme. Here teachers are also required to compress the teaching and learning process but must still be delivered as a whole.

In the 2022-2023 academic year, the school has implemented the P5 programme but it can only be implemented in grade 7 due to the many preparations that must be made. Starting from the theme, preparing students to follow the theme that has been determined, assisting in undergoing the programme, and still having to complete formal learning. However, with the implementation of this P5 programme, grade 7 students can provide very satisfying results. The teachers could not believe that the students are now so creative. Grade 7 students were very total when preparing this P5 programme. They move independently, cooperate with each other, support each other and fill in the gaps. And as a result, grade 7 students are very totality in running this P5 programme.

The theme was entrepreneurship. The students competed in how to become entrepreneurs, from selling food to selling clothes. They did this with totality and spent a lot of money. From the results of teacher observations and interviews with grade 7 students, they are very satisfied in carrying out this entrepreneurship-themed P5 programme. So that in the next academic year, the school will apply this P5 programme to all levels so that students can be more independent and think creatively. The themes that will be raised in each level are different, ranging from entrepreneurship and local wisdom, engineering technology and the political system. This is done to avoid boredom and students are expected to work well together.

### Discussion

Self-concept affects many things at school including learning motivation, the ability to understand one's own strengths and weaknesses, discipline, and learning achievement. This is in line with research conducted by (Andinny, 2015; Saputra et al., 2021) that positive self-concept and rewarding can improve student learning achievement both in certain subjects and in general school achievement. According to (Mz, 2018; Reski et al., 2017) a positive self-concept can also increase student discipline in learning. (Asy'ari et al., 2014; Khotimah et al., 2016) also explained that a positive learning concept can increase student motivation to learn instead of making learning difficult. In addition to improving abilities in learning, a positive self-concept can also make students understand their strengths and weaknesses. So that students are more optimistic in looking at and living life in the future. (Novarianing Asri et al., 2020).

In improving students' self-concept, it requires support from the entire school community. Various ways can be done to support the formation of a positive student self-concept, including giving confidence to hold certain responsibilities, so that it can bring up student self-confidence. A positive self-concept also has a positive impact on the way of learning and activities carried out by a student. The higher a student's self-concept, the higher their learning achievement. Vice versa, the lower the self-concept of a student, the lower the learning achievement. (Hartuti, 2015). A low self-concept can result in low regulation of a student's learning. In addition to learning regulation, motivation to learn is also low. Students will feel that learning is a compulsion to get grades only. Therefore, the role of the teacher is needed to develop a positive student self-concept. This can be done by choosing the right learning method, actively interacting with

students and explaining the learning objectives at the beginning. (Farah et al., 2019; Subaryana, 2015). In addition to affecting student achievement, regulation and motivation to learn, low self-concept can affect students' social behaviour at school, both towards each other and towards other school communities. (Apriliyanti et al., 2016)

Therefore, everyone in the school is responsible for improving students' positive self-concept. Starting from the principal who involves parents in the education of children at school, teachers both subject teachers and counseling teachers, and also the surrounding environment. (Apriliyanti et al., 2016; Farah et al., 2019; Hartuti, 2015)

In improving students' positive self-concept, the Learning Committee Team of SMP Negeri 13 Surakarta uses an independent learning curriculum. This is based on the results of the FGDs that have been carried out that in the independent learning curriculum there is a P5 programme which is only implemented for grade 7 students. From the results of this P5 program, it can increase students' positive self-concept because students are taught to analyse, think critically, and have a sense of responsibility. With the increased self-concept of students who take part in the programme. This P5 programme is deemed to be practiced by all levels ranging from grade 7 - 9 and the themes that will be given at each level will be different. The simultaneous P5 activities will be implemented in the 2023-2024 academic year with the hope that the overall self-concept of students can improve significantly.

## CONCLUSION

From the results of the FGDs that have been conducted, it can be concluded that the independent learning curriculum can increase students' positive self-concept, especially in the P5 programme. Because students will be taught to prepare performances independently and are required to cooperate with one another. On the other hand, teachers can assess the process of activities according to the theme and assist directly. The teacher also directs all students to work according to their respective job desks, so that this P5 activity will be felt as a joint activity. In addition, periodic theme changes are also made in the implementation of P5 to avoid boredom for students.

## Recommendation

From the above conclusions, it is recommended that schools prepare the theme of the P5 programme in accordance with the current state of education. Also, teachers can prepare this P5 programme in advance so that it does not conflict with the teaching and learning agenda that has been made. This is because the teaching and learning process is the main thing in school while P5 is a support in increasing students' positive self-concept. Students are advised to have the courage to take part in this P5 programme and be more active in learning because of the compaction of class hours in the implementation of this independent curriculum.

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