



# Field Trip Learning Management In The Pancasila Students Profile Strengthening Project

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## Abstract

Field trips are learning that takes place outside the classroom, such as at tourist attractions. The material provided must adapt to the material during class learning. So by applying this method, especially at elementary school level, it will increase students' curiosity about the objects being observed, apart from that, this method also trains students' character to be responsible for things around them. This research aims to describe: (1) school preparations in implementing the field trip learning method; (2) describe the implementation of the field trip learning method for regular and inclusion students; (3) describe the differences in the application of the field trip learning method before and after the independent curriculum; (4) describe the effectiveness of implementing the field trip learning method in Project for Strengthening Pancasila Student Profiles.

**Keywords:** management; field trip; independent curriculum; character building; Pancasila students.

## 1. Introduction

One of the factors that influences and determines the realization of learning objectives is the method used in learning Siregar (2021). The choice of method must be adjusted to the learning objectives and material to be provided Lamatenggo (2020). One of the learning methods that can lead students to carry out learning activities that directly involve students with the natural surroundings is the field trip method. By making the environment a learning subject, it will introduce students to real life because they become friends with the natural surroundings. This will create a platform to guide students in learning so that they are able to think critically, have morals and care about the surrounding environment in accordance with community expectations (Sutriyani, 2019). The majority of education in Indonesia only emphasizes cognitive abilities, students are required to understand knowledge without being provided with direct practice in life. Infact, what is happening nowadays is that the education that is actually needed by the nation is education that not only produces a generation that understands knowledge but is also able to apply it in life and has character (Ratna, 2019). This is in accordance with the opinion of (Utomo, 2017) that education does not only aim to make students intelligent, but also aims to instill positive values in students, so that the government takes action that can be a breakthrough in realizing educational goals. Curriculum changes that have occurred several times have had an impact on the quality of education. Curriculum improvements are carried out with the aim of creating effective learning outcomes. Periodically improve the optimal curriculum based on the shortcomings of the previous curriculum to serve as a reference for the future, therefore all elements including, teachers, students and parents must be able to follow the changes that occur in order to achieve national education goals (Masyhud, 2014). The newest curriculum is the independent curriculum, where this curriculum is developed flexibly and focuses on developing the character

The Pancasila Students Profile Strengthening Project (P5) provides character strengthening for students because the learning process encourages students to think critically and analyze something that is directly observed, therefore a paradigm is needed in the learning process that directs students to be constructive and innovative effectively (Naibaho, 2021). The Pancasila student profile is designed to answer questions related to competencies produced by the education system in Indonesia. The project to strengthen the profile of Pancasila students emphasizes character education, both intracurricular, cocurricular and extracurricular learning (Nahdiyah, Arifin, & Juharyanto, 2022).ter of students (Berlian, Solekah, & Rahayu, 2022).

The learning media used also influences innovation in the implementation of the independent curriculum, learning media is useful for making it easier for teachers to convey learning material, besides that it is also easier for students to accept and understand it. The use of media should be adapted to developments in science and technology, this is in accordance with the opinion (Demanik, 2019) that the industrial revolution is an era where all life processes, including education, must use technological advances.

## **2. Method**

The data collected is not in the form of numbers but in the form of descriptions, therefore the aim of this research is that the researcher is able to describe the empirical reality behind the incident in depth, completely and completely regarding the implementation of the field trip method in strengthening the profile of Pancasila students at SDN 3 Sumpersari Malang City. The advantages of the qualitative method are that it allows researchers to gain an in-depth understanding of a problem, it is flexible so that data collection can be carried out repeatedly, and with this qualitative method researchers can meet with different sources so that researchers can get diverse and up-to-date information. The method used in this research is a case study, which is a method for conducting in-depth research on certain individuals, organizations or institutions with the aim of describing conditions, looking for causes, and enabling researchers to find solutions related to problems that occur (Nanda , 2023). Qualitative research is an inductive approach used to compile knowledge using research and the subjectivity of individual experiences. Qualitative descriptive is a type of research that is based on postpositivism philosophy and is used to examine the condition of natural objects (Sugiyono, 2016). Qualitative descriptive is a method that describes research data using narrative (Endraswara, 2013). The use of qualitative descriptive methods aims to describe social conditions and situations in the field (Ulfatin, 2015). This qualitative research uses the case study method, therefore the presence of researchers is very necessary because the researcher's role is as an instrument and as a data seeker where the data collected must be optimal and detailed. Thus, at the data collection stage researchers carried out observations, interviews, and documentation.

## **3. Results and Discussion**

### **3.1 Result**

#### **School Preparation in Implementing the Field Trip Learning Method**

Sumpersari 3 Public Elementary School Malang holds coordination or work meetings at the beginning of the school year regarding the programs to be implemented including field trip

learning. The coordination meeting was attended by all teachers and school staff. The programs that will be implemented are guided by the KOSP (Educational Unit Operational Curriculum). The coordination meeting was chaired by the school principal and then all homeroom teachers conveyed it to the student parents, so that the field trip program was handed over to each class regarding implementation, location determination, financing, transportation and consumption.

### **Implementation of the Field Trip Learning Method for Regular and Inclusions Students**

Field trip learning activities at Summersari 3 Public Elementary School Malang were carried out by all students at different times. This learning is carried out by both regular and inclusive students, but it is not mandatory if there are obstacles that make it impossible to participate. Inclusion students can still take part in field trip learning provided they are accompanied by a shadow teacher, but there are some who do not need a special companion so they are accompanied by their own teacher. Inclusion students who need a companion include those with movement disorders, the deaf, the speech impaired, and children with changing emotional conditions

### **Application of the Field Trip Learning Method Before and After the Independent Curriculum**

Field trip learning at Summersari 3 Public Elementary School Malang was carried out before the independent curriculum, namely during the 2013 curriculum. What differentiates the implementation of field trips before and after the independent curriculum is that during the 2013 curriculum field trips were carried out without themes and sub- themes, apart from that the role of the teacher also fully as a leader, but at the time of the independent curriculum the implementation of field trips was based on predetermined themes and subthemes. The themes for all classes are the same but are differentiated by sub-themes where each class has a different sub-theme for each implementation. Field trip learning during the 2013 curriculum was not given much attention so its implementation was still lacking, but when the independent curriculum came into effect, especially with the P5 program, field trip learning became one of the priorities in the learning model because P5 contains six dimensions that can be implemented in field trip learning. Students not only travel but also study extra-curricular material at that time, so they can understand it optimally because with field trips they can directly observe the objects being studied, either individually or in groups. Field trip learning directs students to learn independently so that the teacher's role changes to become a facilitator.

### **Effectiveness of Implementing the Field Trip Learning Method in the Project to Strengthen Pancasila Student Profiles**

Field trip learning activities are effectively implemented in P5 because this learning can shape students' character and help them discover unknown characters. Apart from that, field trips also train students to learn independently regarding the object being studied so that the teacher's role is not as a complete teacher but as a facilitator. Teachers help students in character building, but most of the process is carried out by the students themselves, one of which is through field trips. Classroom learning can only observe objects through books or other learning media so that students can only observe through imagination, not directly, but

with field trips, students can directly practice the theories that have been learned through classroom learning, apart from that. they can also observe objects directly, find problems and look for solutions to these problems, for example during class learning they are taught how to care for plants from planting to processing but cannot practice directly so understanding is less than optimal, but with field trips students can practice directly, so apart from gaining an understanding of the material they also get character education because in practice they have to be prepared to fail, apart from that in the process they are also taught to work on things in groups to solve a problem.

### **3.2 Discussion**

#### **School Preparation in Implementing the Field Trip Learning Method**

The implementation of the field trip does not have to be in accordance with the results of the coordination meeting held at the end of the semester, this is because the field trip adapts to the intracurricular material being studied with the aim of students being able to study in depth the material in class. Learning in class only focuses on books so that students only imagine the objects being studied, but during field trips students can observe directly. Field trip learning planning at Summersari 3 Public Elementary School is carried out by coordinating at the beginning of the semester. The things that are coordinated include the implementation of learning, the costs required, the destination location, the means of transportation used, and the activities carried out. Coordination of preparations for implementing field trip learning at Summersari 3 Public Elementary School Malang was attended by all school staff and led by the school principal. Coordination with the parents of students is carried out together with the homeroom teacher, so that what is conveyed by the principal is conveyed back to the homeroom teacher by the homeroom teacher. Things that need to be conveyed and coordinated with the student's parents are regarding the location to be visited, the location selection is based on voting and involves students, then the financing also needs to be coordinated so that it can be carried out according to the objectives.

#### **Implementation of the Field Trip Learning Method for Regular and Inclusions Students**

Children's rights are one part of human rights that must be fulfilled by parents, society and the state. This is in accordance with the Constitution of the Republic of Indonesia Article 31 paragraph (1) of 1945 which states that every citizen has the right to education. The constitutional mandate states that every citizen has the right to receive education, both normal and inclusive, without exception. In accordance with article 10a of Law Number 8 of 2016 concerning persons with disabilities, it is stated that the right to education for ABK is to obtain appropriate and good quality education of the type, pathway and level in an inclusive and special manner. All of these things are rights that must be obtained by people with disabilities. Summersari 3 Public Elementary School is an inclusive school and therefore provides learning facilities for children with special needs. The aim is so that ABK can participate in learning well like other students, in this case field trip learning. During classroom learning and field trips, there is a shadow teacher as a companion for inclusive students. This aims to make it easier for teachers to control all students and remain focused because inclusive students really need special assistance. However, if we look at the provision of material, both regular and inclusive, there is no difference because the facilities provided already support the learning process. The

availability of facilities for ABK students is one of the steps in achieving learning goals in inclusive schools without differentiating them from ordinary students so that ABK students do not feel embarrassed or afraid, however, supervision from teachers must still be paid attention to, especially shadow teachers who are responsible for ABK students accompany him.

### **Application of the Field Trip Learning Method Before and After the Independent Curriculum**

The evolution of human thought always experiences changes in defining the meaning and understanding of education, where these changes come from findings in the field which are then linked to the components of the education system. Educational theories that emphasize scientific reasoning are closely related to educational science theoretically and practically. The curriculum is a very important component in education, so the curriculum is a school guideline in carrying out the learning process. The curriculum is needed in every learning process because it is a reference for education providers, apart from that the curriculum is also a tool to achieve educational goals. Without an understanding of the curriculum, education cannot run effectively so its existence cannot be underestimated. Based on Law Number 2 of 1989 article 1 concerning the National Education System states that the curriculum is a guideline used in teaching and learning activities both in terms of methods and teaching materials. Before the implementation of the independent curriculum, there was the 2013 curriculum or commonly known as K-13 which had a positive impact on education, which was proven by its implementation which included cognitive, affective and psychomotor aspects. The 2013 Curriculum System provides small-scale changes to the KTSP Curriculum for students, in K-13 it already includes character education. The difference with the Merdeka Curriculum is that learning is pro-student, apart from the Merdeka Curriculum emphasizing interactive learning and based on the abilities of the students. The implementation of learning must be in accordance with the plans that have been made previously as the core form of learning activities.

### **Effectiveness of Implementing the Field Trip Learning Method in the Project to Strengthen Pancasila Student Profiles**

There are principles in the Pancasila student profile that are in accordance with the Field Trip learning objectives, namely contextual principles, where this principle refers to learning efforts based on real experience. This is in line with Field Trip because this learning method also provides students with experience regarding the conditions of the surrounding environment. . This contextual principle must provide opportunities for students to explore things outside of school. The aim of this program is that students can improve their abilities from the understanding and experience they gain so that learning becomes meaningful. Apart from the contextual principle, there is the exploration principle, namely providing space for self-development and inquiry. The Pancasila student profile project has a wide exploration area regarding the affordability of the material so it must be adapted to the material and learning objectives. This exploratory principle can encourage P5 to strengthen abilities through intracurricular learning, because Field Trip learning also adapts to intracurricular material. The project to strengthen the profile of Pancasila students requires time allocation outside of classroom learning, this aims to ensure that character development can be carried out effectively. This project-based learning allows students to gain direct experience so that they can learn from experience and know a flexible and independent learning structure. This

is in accordance with Field Trip learning which is also flexible because the project to strengthen the profile of Pancasila students is carried out outside of intracurricular hours. Each subject must contain character education which is then developed and implemented in everyday life by students. The implementation of character education is not limited to cognitive alone but is contextually based and in accordance with current environmental conditions, therefore each project between schools may experience differences due to differences in surrounding conditions.

#### 4. Conclusion

Based on research findings and discussions regarding field trip learning management in the project to strengthen the profile of Pancasila students at Summersari 3 Public Elementary School Malang, it has been running according to specified standards. Summersari 3 Public Elementary School Malang has carried out learning preparations, implementation for regular and inclusion students, different implementations for students according to needs, and measured the level of effectiveness of field trip learning in P5. (1) School preparations for implementing the field trip learning method have been carried out well, starting from planning, organizing, implementation to evaluation. The preparations carried out are guided by KOSP so that there are clear procedures and in accordance with learning standards; (2) Implementation of field trip learning at Summersari 3 Public Elementary School Malang is carried out evenly for both regular and inclusion students. Learning must be followed by all students so that everyone gets the same experience, this is in accordance with the independent curriculum which has facilitated learning for inclusive students; (3) The difference in implementation for inclusive students is that there is a shadow teacher who accompanies them during learning, apart from that there are differences in treatment according to students' needs, for example students with hearing impairments are placed at the front as are students with visual impairments. However, this does not affect regular students because they receive the same treatment and attention; (4) The field trip learning method is effectively implemented in the project to strengthen the Pancasila student profile, through this learning students gain direct experience regarding the material being studied, through direct observation of objects it can provide in-depth understanding because students can interact with the objects being observed. Through these observations, students are trained to think critically, work in groups, learn independently, and solve problems so that the field trip method is effectively implemented in P5 where the teacher only acts as a facilitator so that in learning students play a more active role in accordance with the independent curriculum. which provides freedom in learning under the supervision of a teacher.

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