

The Role of Teachers in Implementing Mutual Cooperation Dimension P5 on the Merdeka Curriculum in Elementary Schools

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Abstract

Purpose: There are 3 objectives of this research, namely: 1) analyzing the role of teachers in implementing the Pancasila student profile through the Mutual cooperation dimension in the Merdeka Curriculum; 2) explaining the efforts made by teachers to foster students' Mutual cooperation attitudes; and 3) mentioning the obstacles faced by teachers implementation of the P5 through the Mutual cooperation.

Methodology: This type of research is qualitative phenomenology. Data collection techniques include interviews, observation, and documentation. Data validity is carried out by triangulating sources and techniques. Data analysis includes data collection, data reduction, data presentation, verification, and drawing conclusions.

Results: The research results show that 1) the teacher's role in implementing the Mutual cooperation dimension is carried out by carrying out activities during and outside of learning. When learning, the teacher plays a role in holding the P5 project by carrying out group work, and when outside of learning, the teacher forms class pickets, divides students into ceremonial officers, picks up catering by students, accompanies students to decorate the class, and holds Clean Friday and morning alms; 2) the teacher's efforts to foster an attitude of Mutual cooperation, namely by habituating and always reminding students; 3) the obstacles faced by teachers are differences in student character and problems at times.

Applications/Originality/Value: This research reveals that teachers have a role to foster students' mutual cooperation during learning and outside of learning in elementary schools.

Introduction

The current era of globalization has entered Indonesia very quickly and has had an impact on human life in Indonesia. This brings about changes that the nation must face, starting from the younger generation, both children and teenagers, to the older generation. The consequences of this are various changes from various perspectives, both in the fields of education, economics, social, cultural, technological, and others. One of the impacts of globalization is that it has a huge influence on the social and educational fields. Globalization causes changes in the character of school-aged children. Data shows that children spend more time on smartphones than studying and socializing with friends and the environment around them (Listiana, 2021). This impact affects children's social attitudes, leading to a decline in the character of mutual cooperation among children.

Mutual cooperation is a true form of culture that emerges from the interaction of society and is important for human life, both individuals and society (Kurniawan & Tinus, 2019). Meanwhile, according to (Sitompul et al., 2022) Mutual cooperation is one of the values that are inherent in the character of the Indonesian nation that can be implemented in everyday life by Indonesian people. Mutual cooperation exists because of awareness, encouragement, and enthusiasm to work together simultaneously without considering differences in ethnicity, race, or religion and prioritizing common interests, which function for social interaction (Febriani et al., 2020). Mutual cooperation is the practice of values in Pancasila, which is the responsibility of Indonesian citizens to build a life together (Mulyatno & Yosafat, 2022). Based on this opinion, it can be said that mutual cooperation is the result of human interaction carried out together without considering other people's differences. Furthermore, it is important for human life to carry out daily activities in order to achieve maximum productivity.

The problem of the erosion of the character of mutual cooperation is found in various regions of Indonesia, both in the world of education and outside of education. The disappearance of mutual cooperation is marked by the waning of the character of mutual cooperation among groups in the DKI Jakarta area, where people do not know each other and their neighbors and most live in apartments, which reduces interaction between each other (Permana et al., 2022). Apart from that, the decline in the value of mutual cooperation in the world of education is also felt by children, namely at SDN Jemur Wonosari Surabaya, where students rarely apply the character of mutual cooperation at school (Mulyani et al., 2020). They

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do not help each other in solving problems, and there is a lack of communication with their friends. The existence of the culture of mutual cooperation in the lives of Indonesian people as a legacy from ancestors passed on to children and grandchildren is local wisdom that must be further preserved in the lives of the current generation, especially for the nation's next generation (Permana et al., 2022).

Mutual cooperation itself is related to the student education process at school. Based on the educational curriculum currently used in Indonesia, Indonesia has implemented the Merdeka Curriculum in a number of schools. Although this new curriculum has not yet been implemented comprehensively in educational institutions in Indonesia, it has been implemented in schools in urban areas. This Merdeka Curriculum includes P5 which stands for *Projek Penguatan Profil Pelajar Pancasila*. P5 itself contains competencies and characters in accordance with the Pancasila Student Profile or *Profil Pelajar Pancasila*. The Pancasila student profile consists of various dimensions, including 1) faith, devotion to God Almighty, and noble character; 2) independence; 3) mutual cooperation; 4) global diversity; 5) critical reasoning; and 6) creativity. One thing that needs further research is the dimension of mutual cooperation. Here, Mutual cooperation needs to be applied to elementary school students as the nation's successors. Mutual cooperation itself is important because it can foster a social spirit, train responsibility, and allow you to work together with other people (Hayati & Utomo, 2022).

Implementing the mutual cooperation dimension certainly requires the role of a teacher. Teachers have responsibilities as educators in the process of educating students. This is an important factor in determining student success in obtaining an education (Pangestuti, 2020) Teachers play a role in developing students' character in accordance with Pancasila values and providing good examples for students. (Yestiani & Zahwa, 2020) Apart from that, teachers are also tasked with assisting students in carrying out learning activities. Teachers play a role in cultivating a spirit of Mutual cooperation in students so that a social spirit can be established in them. In the Merdeka Curriculum, teachers can make efforts to form the character of mutual cooperation in students with various activities, such as group work in carrying out assignments and dividing class picket groups, so that students can work together to clean the school environment (Tambunan & Febrianti, 2023)

Based on observations and interviews, Elementary School of Muhammadiyah 16 Karangasem is one of the schools that has used the Merdeka Curriculum. The use of the Merdeka Curriculum is implemented in first to fifth-grades, where in the implementation process there is a Pancasila student profile. One of the Pancasila student profiles applied in elementary school is the dimension of Mutual cooperation. This can be seen during pre-research observations, which show that the school carries out activities outside the classroom that can foster mutual cooperation among students, including cleaning the school environment, group work during learning, and giving alms. In this elementary school, quite a lot of Merdeka Curriculum has been implemented in classes, and many students need to improve their mutual cooperation. However, at this school, there were still students who exhibited different behaviors, such as provoking others, displaying anger, and being shy, before the implementation of P5 in the mutual cooperation dimension. So, this requires the role of a teacher in implementing the Mutual cooperation dimension at Elementary School of Muhammadiyah 16 Karangasem. In this research, the analysis focuses on fifth grade students and the class teachers who teach students in that class. Next, this research will investigate and observe the teaching and learning process taking place using the Merdeka Curriculum in Fifth-grades..

One of the studies that examines the dimensions of mutual cooperation aims to analyze and describe the implementation of child-friendly schools by strengthening the dimensions of mutual cooperation in the Pancasila student profile (Suminar et al., 2023) This research was conducted in two schools, and the results showed that both elementary schools had implemented a child-friendly school reconstruction program with three elements, namely collaboration, care, and sharing. The second research on improving Mutual cooperation aims to describe the forms of Mutual cooperation activities that still survive (Mulyani et al., 2020) The results obtained show that the form of mutual cooperation still persists, but some students find it difficult to do it. The attitude toward mutual cooperation at SDN 3 Kronggen Grobogan is that students do not want to take part in community service to clean the environment because they consider community service to be unimportant. Meanwhile, the third research discusses the cultivation of environmental care to find out the process of implementing environmental care through mutual cooperation (Handayani et al., 2021). The results of the research show that the process is carried out in the classroom, outside the classroom, and every year with the involvement of teachers. Based on several previous studies, it shows that various schools are trying to improve, strengthen, and instill the dimension of mutual cooperation through various means. However, there are still students who find it difficult to implement a mutually cooperative attitude. These difficulties occur because students still lack awareness of working together. The difference with the current research is that previous research did not examine the role of a teacher in fostering Mutual cooperation among students. Therefore, it is necessary for current research to examine further the role of teachers in fostering an attitude of Mutual cooperation in elementary schools.

Based on the description above, there are three objectives of this research, namely: 1) analyzing the role of teachers in implementing the Pancasila student profile through the Mutual cooperation dimension in the Merdeka Curriculum in elementary schools; 2) explaining the efforts made by teachers to foster students' Mutual cooperation attitudes; and 3) mentioning the obstacles faced by teachers during the implementation of the Pancasila student profile through the Mutual cooperation dimension in the Merdeka Curriculum in elementary schools.

Methods

This type of research is qualitative with a phenomenological design. A qualitative approach is a method of investigation that describes in more detail the nature or value of a particular object or phenomenon (Abdussamad, 2021). Phenomenology is defined as research that aims at descriptive and introspective analysis of all perceptions of human forms and experiences, both conceptually, morally, aesthetically, and religiously (Yusanto, 2019).

This research was conducted in elementary schools that implement an Merdeka Curriculum, so it supports conducting research in these schools. The place of this research is located at Elementary School of Muhammadiyah 16 Karangasem, which is located at Jl. Srikaya No. 5, Karangasem, Laweyan District, Surakarta City, Central Java Province, Indonesia. Furthermore, this research was carried out for approximately 1 month, namely in October 2023. The subjects of this research were fifth grade teachers, fifth grade students, and the school principal. The class teacher is useful as a source of information regarding the implementation of Mutual cooperation and documentation during learning by applying the dimensions of Mutual cooperation in the classroom. Students are useful as targets who carry out activities regarding the dimensions of Mutual cooperation. The school principal provides information regarding the policies that apply to schools that have implemented the Merdeka Curriculum.

In this research, data collection techniques included observation, interviews, and documentation. Observations are used to observe teacher and student activities during the learning process and outside of learning related to learning that apply the Mutual cooperation dimension to the Merdeka Curriculum. Interviews were conducted with Fifth-grades. teachers to find out more about the implementation of roles and the dimensions of Mutual cooperation. Interview with the school principal regarding the implementation of the Merdeka Curriculum in schools and its relationship to P5 in the Mutual cooperation dimension Documentation is carried out to document the process and results of implementing P5 in the dimensions of Mutual cooperation in the classroom and outside the classroom.

Data validity is carried out through source triangulation and technical triangulation. Source triangulation is the comparison of data from different data sources, while technical triangulation is the comparison of data obtained with different techniques. This research compares data obtained from the principal, Fifth-grades. teacher, and Fifth-grades. students. Meanwhile, technical triangulation was conducted to validate the data using different techniques based on the same sources, namely interviews, observations, and documentation. This research uses inductive data analysis techniques. Therefore, the data analysis process in this research consisted of data collection, data reduction, data presentation, verification, and drawing conclusions.

Results and Discussion

The results of this research are the role of teachers in implementing P5 in the Mutual cooperation dimension, the various efforts that teachers have made to foster Mutual cooperation, and the obstacles faced in implementing the Mutual cooperation dimension. Observations of P5 implementation activities in the Mutual cooperation dimension carried out by teachers using in-depth observations and interviews to obtain descriptions of the efforts made by teachers in the classroom and outside the classroom in implementing P5 in the Mutual cooperation dimension Then, to describe the activities that students have carried out in implementing the Mutual cooperation dimension, documentation when the teacher teaches, when students are in groups, and the results of group work are carried out in this research.

The Merdeka Curriculum, implemented in four classes at Elementary School of Muhammadiyah 16 Karangasem, including first to fifth grades, has been running smoothly. Based on the results of interviews conducted with school principals before the implementation of the Merdeka Curriculum, socialization was carried out first with parents and students. So that both parents and students will be ready to follow the Merdeka Curriculum set at school. Then, determining the theme of the Pancasila student profile in each class is discussed between the school and the class teacher who teaches. Determining the P5 theme is adjusted to school conditions, the school environment, and matters that are widely discussed. Based on the results of this discussion, it will then be disseminated to all school members, including parents, at the start of the new school year.

The Role of Teachers in Implementing P5 in the Mutual cooperation Dimension

Based on the themes of P5, the dimensions are then determined in the P5 dimension, namely Mutual cooperation, which is implemented in Fifth-grades. at Elementary School of Muhammadiyah 16 Karangasem. The implementation of the Mutual cooperation dimension here cannot be separated from the role of a teacher. This is in line with the opinion of Rika Wahyuningsih (2018) in her research that teachers play a role in cultivating the character of Mutual cooperation, namely as mentors, providing advice, role models, and motivation to students. Teachers also insist on playing an important role in teaching and learning. The teaching and learning process is a process containing a number of teacher and student functions or the basis of a relationship that gives rise to internal feedback in teaching situations to achieve goals (Sanjani, 2020). So, in the school studied by the author, the role of teachers is also needed in fostering the dimension of Mutual cooperation in the new curriculum, namely the Merdeka Curriculum. There are six indicators of a teacher's role in implementing the Mutual cooperation dimension, including teachers as teachers, educators, mentors, learning managers,

motivators, and evaluators. Through observations and interviews, data was obtained on the role of teachers during and outside of learning in fostering the dimensions of Mutual cooperation based on these 6 indicators.

The Teacher's Role in Learning

The teacher conducts the Pancasila Student Profile Project (P5).

Through interviews with Fifth-grades. teachers, the teachers understood three important elements in the Mutual cooperation dimension : collaboration, caring, and sharing. These elements must exist in the dimension of Mutual cooperation so that work can run smoothly, quickly, and easily. Collaboration is a form of cooperation between students with one another ; caring, namely having to care about group friends who have less academic abilities ; and sharing, namely students can share experiences and knowledge with other friends. According to the fifth grade teacher, these three elements need to be implemented in the learning process at school. So, the teacher implements it in classroom learning, namely by holding a P5 project, namely making replicas of places of worship in Indonesia that are included in the Pancasila Education subject with the theme of diversity. Work on the project is carried out in groups with guidance from the teacher. This group work can have an impact on children's social attitudes. Children who tend to be closed, lack communication, and are individualistic and selfish need group work to understand other people (Zativalen et al., 2022)

Working on the P5 project, the teacher prepared steps so that the Mutual cooperation implementation process could run smoothly. The steps taken by the teacher include : 1) Divide students into several groups by looking at the students' academic abilities. So, students who have more academic abilities are put into a group with students who have less academic abilities. This is where students will be divided into fair groups and the results of their work will be maximized. 2) Instruct each group to appoint one member to be the group leader. The aim is for someone to divide the tasks of bringing tools and materials to make a replica of a place of worship and later be able to arrange the division of tasks to work on the P5 project ; 3) Students are allowed to create a WhatsApp group to facilitate communication between group members in sharing tools and materials. So that the next day students have prepared tools and materials, ready to work on the P5 project ; 4) On the day that has been determined for making the P5 project, students can start working in groups ; that's when the teacher plays a role in guiding students to work on it by going around each group to find out the students' work process. So, if a student finds it difficult, the teacher here can help the student. Then, if there are children who are silent and don't want to do the work, the teacher will provide motivation that the task given is a task that must be done together ; if one does not do it, then the value of one group will also decrease.



Figure 1. P5 project creation process



Figure 2. Results of the work of the P5 project

Teachers also try to manage the class to make it more conducive by providing ice breakers or by doing mathematical calculations such as numbers 1, 2, 3, multiples, and factors in numbers. Next, the teacher gives enough time to do the assignment ; if it is not completed, then it must be collected regardless of the results. With this, students will be motivated to do group assignments with focus. Another motivation used by teachers is to explain that humans are social creatures. So, humans cannot live alone without help from other people. Next, convince the students that "you can definitely do it", The sentence is said together. All the results must be in accordance with what the students do and depend on your will and beliefs. Teachers have an important role besides transferring knowledge, but they can also increase student motivation. The aim of this motivation is to encourage students to remain enthusiastic about learning, develop their potential, and get maximum learning results (Arianti, 2018). So motivation needs to be applied in group learning activities.

Teachers Form Groups in Learning Pancasila Education

Apart from making the P5 project, namely a replica of a place of worship, the teacher also applies the dimension of Mutual cooperation to other learning. As in the material about Mutual cooperation in diversity, the teacher divides students into several groups. Based on the results of observations, the teacher first invites students to think and give their opinions regarding the meaning of Mutual cooperation. One of the effective learning strategies used by teachers is to invite students to express their opinions. This will later be needed when students hold group discussions to solve questions and solve a problem (Perdana et al., 2021). After that, the teacher explained the meaning of Mutual cooperation and the purpose of

holding Mutual cooperation. In the process of delivering the material, the teacher displays a learning video in the form of an animation about Mutual cooperation in diversity. Next, the teacher divides the students into five groups and first explains the instructions for working on the questions. Students discuss with the teacher's guidance and can ask questions if there are difficulties in working on them. Students are given 10 minutes to work on the questions in groups, so students must focus and work together to finish quickly. One or two students step forward to represent the class as the students present the outcomes of their work after the discussion. When the presentation is taking place, other students who are not presenting can respond or ask questions related to the answers of the group presenting. When all groups have finished presenting the results of the discussion, the teacher will assess the results of each group's work. The teacher gives additional marks to students who have come forward to present their answers.



Figure 3. Group discussion working on questions



Figure 4. Students present the results of group discussions

Table 1. Some of the results of students' answers carried out in groups

	<p>Translation</p> <ol style="list-style-type: none"> 1. Definition of Mutual cooperation.... 2. Positive and negative effects of implementing Mutual cooperation in diversity.... 3. Examples of Mutual cooperation at school... <p>Answer:</p> <ol style="list-style-type: none"> 1. Work done together to achieve a common goal 2. Positive: Indonesia is becoming rich and beautiful Negative: Causes conflict 3. 1) Class picket 2) Decorate the class 3) Shares book 4) Take on cathering 5) Create P5
	<p>Translation</p> <ol style="list-style-type: none"> 1. Definition of Mutual cooperation: working to achieve a common goal 2. Positive and negative effects of implementing Mutual cooperation in diversity: dividing class picket duties fairly Negative: causes disputes 3. Examples of Mutual cooperation at school: picketing classes, catering, distributing books, making miniature places of worship, decorating the classroom

Based on the results of working on the questions, on average, students answered the questions correctly. Students know the meaning of Mutual cooperation, the influence of implementing Mutual cooperation, as well as examples of implementing Mutual cooperation at school. So, here, the material presented by the teacher about Mutual cooperation has been conveyed well and understood by students. The group discussion activity was also successful because the results of the students' work on the questions were above average. Students have paid attention to the instructions for working on the questions, namely by writing the questions first and writing the names of the group members. The teacher asks students to

name the group freely according to the joint decision of the group members. The aim here is for students to be able to discuss with each other and decide on the name of the group with a joint decision.

The Role of Teachers Outside of Learning

Apart from being implemented in the learning process, the application of the Mutual cooperation dimension is also implemented in other activities at school. Based on the findings of observations and interviews, Fifth-grades. teachers have implemented non-learning activities like :

Teacher Holds Class Picket



Figure 7. Implementation of Picket

The teacher divides students into picket groups who are tasked with cleaning the classroom at scheduled times. This class picket is carried out in the morning before learning and before returning home from school. Each picket group of students divides their own tasks to clean the classroom, such as sweeping, mopping, cleaning the blackboard, and cleaning up dirt on tables or chairs. The teacher always checks the cleanliness of the class; if it is clean, then the results of the picket assignments have been carried out well. Class pickets are also tasked with caring for the plants in front of the class, such as watering them and providing humus soil in pots. The purpose of holding this class picket is so that students can develop a sense of shared responsibility and foster cohesiveness in the class. Own responsibility means that all students who have been scheduled for pickup are obliged to clean the classroom, while solidarity means that students can work together to create a clean and comfortable classroom environment. So, with class pickets, all students and teachers will feel comfortable during teaching and learning activities.

Teachers get students used to taking lunch or catering



Figure 8. Lunch Together

Teachers teach students to take their own lunch according to the picket schedule. Each child who is in charge of catering can divide the tasks, namely, someone who brings rice, vegetables, and side dishes. That's where students can work together to get food. Next, students eat together in class. Students can share food with each other when they eat together. If there are side dishes or vegetables that you don't like, you can give them to other friends who want or like the food. Sharing food can create a feeling of happiness for the friend who is given food and will not waste food if it is not liked. Having the habit of catering can increase caring and sharing attitudes towards friends.

A teacher divides students as a ceremony officer

As the fifth grade teacher said, students in one class are a team. So, students must support each other and encourage their friends who are officiating at the ceremony. Here the teacher divides the students into ceremonial officers; the division

is adjusted to the students' abilities, such as flag-raising officers, line leaders, protocol readers, readers of the 1945 Constitution, readers of students' prayers and promises, and Pancasila bearers. Students also remind each other if something goes wrong during ceremonial practice and help friends if they have difficulty carrying out ceremonial tasks.

Teacher Accompanying Students While Decorating the Classroom

Teachers accompany students when decorating the classroom for August 17, which is a competition at school. If there are students who find it difficult or don't want to work together to decorate the class, the teacher is here to help and remind the students. Students work together to decorate the classroom as best as possible in order to win the competition. This means that students must help each other to get maximum results.

Teachers Carry Out Clean Friday Activities



Figure 9. Clean Friday Activities

Implementing the Mutual cooperation dimension, Elementary School of Muhammadiyah 16 Karangasem held various activities to increase collaboration, care, and sharing. According to an interview with the school principal, there is an activity that is carried out regularly at the school, namely Clean Friday. Clean Friday is held every Friday, once a month. Students at school clean the school yard and also outside the school, close to the community around the school. This Clean Friday activity was programmed as a candidate for an Adiwiyata school.

Morning Alms

Apart from that, there is the Fajr Alms activity, where children are taught to give alms regardless of the amount. The results of the alms every Friday are then collected, counted, summarized, and handed over to Lazismu (Zakat Infaq and Shadaqah Muhammadiyah Institute). The existence of this alm can teach children to share and care because the results of the alms have many benefits, including helping friends or people who are experiencing natural disasters such as volcanic eruptions, floods, fires, and other disasters. The results of the alms can also be returned to the students. For example, helping students get scholarships. Scholarships are given to students who are orphans, poor people, or students with high achievements. Every month, the principal sends five students to get scholarships. Students also carry out other forms of sharing with residents around the school during the month of Ramadan and during the Eid al-Adha holiday. Students provide basic necessities to the community and distribute sacrificial meat to residents around the school, such as in the merchant area near the school field. Engaging in sharing and caring activities can enhance students' empathy and willingness to help others, allowing them to directly experience the process of implementing mutual cooperation (Almira et al., 2022). So, this activity teaches children that sharing is important.

Based on the research that has been obtained, the role of teachers related to six indicators in implementing the Mutual cooperation dimension, including teachers as teachers, educators, mentors, learning managers, motivators, and evaluators, has been seen. The teacher as a teacher, namely the teacher has provided the meaning, goals and examples of Mutual cooperation, as an educator the teacher has educated his students to take part in activities during learning and outside of learning in implementing Mutual cooperation, as a mentor the students are assisted and directed when carrying out activities implementing the dimensions of Mutual cooperation, as a learning manager, the teacher organizes students in a conducive manner during group work, as a motivator the teacher always motivates in learning that it is important for students to improve Mutual cooperation, and finally the teacher as an evaluator, namely carrying out reflection at the end of the lesson to find out children's understanding of Mutual cooperation and by providing added value to students who have worked together well and have the courage to present the results of discussions to the class. The teacher's role is relevant to previous research, namely research (Mulyani et al., 2020) on Improving Mutual cooperation Character in Elementary Schools. Based on this research, teachers play a role in providing guidance, direction, and guidance to students so that activities carried out by students can run on time, and teachers also provide guidance to students during group activities.

Teachers' Efforts to Cultivate the Dimension of Mutual Cooperation in Students

Teachers Apply Habits to Students

Efforts are made by teachers so that students can get used to carrying out all activities related to the dimension of Mutual cooperation, which must be carried out continuously, consistently, and istiqomah. As time goes by, if activities to foster the dimension of Mutual cooperation are carried out continuously, students themselves will start to get used to doing them. Habituation is an effective way to shape children's character, such as through Mutual cooperation. This habit will be done repeatedly and for a fixed time. This can be seen in the activities that have been carried out at SD Muhammadiyah 16 Karangasem, which are carried out consistently, such as class picket activities every day, clean Fridays every Friday once a month, taking catering every day, and dawn alms. Based on research conducted by (Nurkholisah et al., 2022), it is said that the application of habituation can instill student character in elementary schools because it can make students do it consciously and without coercion from any party.

Teachers Always Remind Students

Teachers must always remind students to carry out Mutual cooperation activities, whether during learning, extracurricular activities, or training. The teacher reminds us that humans are creatures who need each other; work will be completed more easily and quickly if done together. The teacher's efforts to remind students must pay attention to several things, such as saying something in a voice or intonation that is softer, friendlier, and more pleasant to students. So that students can be closer to the teacher, and students are also enthusiastic about carrying out orders from the teacher. This means that communication between teachers and students is related to fostering Mutual cooperation in elementary school. All students have creativity, taste, the intention to feel, and the desire to do something, namely expressing opinions or the results of group collaboration. With good communication from teacher to student, it is easier for students to express their opinions during discussions or other learning. Fun teacher communication can increase students' motivation and enthusiasm for learning anything, both cognitively and non-cognitively, so that learning results can be obtained optimally (Sucia, 2016).

Based on the efforts made by teachers at Elementary School of Muhammadiyah 16 Karangasem, there are two ways to foster the dimension of Mutual cooperation in students, namely by habituation methods and always reminding students. These two methods are quite effective and efficient in implementation at the school because, over time, they can provide changes for students. Students who previously had a less social attitude with friends did not want to work in groups, but over time, these students want to be social. This is due to the efforts that teachers have implemented for quite some time at school. Research that is relevant to the habituation efforts by teachers was carried out by (Hayati & Utomo, 2022), This research shows that habituation can have a good impact on elementary school students when implementing Mutual cooperation through activities in class and outside the classroom. Teachers get used to various activities such as class pickets, group work, Duha prayers, and giving donations. So, it is important for teachers to carry out activities that foster Mutual cooperation, accompanied by habituation efforts, and always remind students. Because by simply carrying out activities without these two efforts, the process of cultivating the dimension of Mutual cooperation is not running effectively.

Obstacles Faced by Teachers in Implementing P5 in the Mutual Cooperation Dimension

Character Differences in Students

Furthermore, there are obstacles faced by teachers in cultivating the dimension of Mutual cooperation with students; the obstacles faced arise from the students themselves. For example, because there are many students who have different characters, there are students whose character does not yet show a sense of responsibility, being close to other people, or an awareness of working together. This means that students are not used to carrying out activities related to Mutual cooperation ; that is, they are not used to helping their parents at home and are too pampered by their parents. Students also exhibit shy behavior and tend to get angry and provoke their friends.

Time issues arise during learning

Meanwhile, other problems arise from learning itself. For example, constraints on learning time foster the dimension of Mutual cooperation when learning is carried out in group work. That's where the teacher must first divide the groups, explain the material, and explain the tasks that must be done so that it takes more time to carry out these activities. The problem with time is that teachers must be able to organize and manage time appropriately.

One of the previous studies that is relevant to the obstacles faced by teachers is research (Latifah et al., 2023) that shows that the obstacle to implementing Mutual cooperation is that students themselves have an individualistic attitude, which makes them not want to gather with their friends and lack awareness of working together. Based on the obstacles that arise, of course, a teacher must be able to determine solutions to deal with them. The solution that can be taken by teachers to overcome obstacles for students who have different characters is that the teacher must first straighten out and provide an understanding of the students' character in order to do better. If understanding has been given, group work can be carried out, where students already know how to understand each other and respect friends who have different opinions,

so they do not impose their own will. Teachers must also always remind students that it is important to carry out activities to foster the dimension of Mutual cooperation. Meanwhile, regarding time issues, the teacher must first manage the class so that it is conducive and focused on learning. So that when the teacher divides groups and delivers the assignments given, students already know what to do. Classroom management can be done by arranging facilities, organizing teaching, and managing students in order to improve student learning outcomes (Zativalen et al., 2022) In arranging facilities, teachers can arrange comfortable seating for students during the process of group work activities later, while in arranging teaching, teachers prepare teaching modules first so that the material and implementation of learning are planned.

Conclusion

The use of an Merdeka Curriculum with the implementation of P5 in the Mutual cooperation dimension can foster student cooperation, caring, and a sense of sharing. The role of teachers is very necessary for the process of implementing the Mutual cooperation dimension to take place because teachers interact directly with students. Here, the teacher plays the role of teacher, educator, guide, class manager, motivator, and evaluator in the process of cultivating the dimension of Mutual cooperation. Teachers have carried out various activities to increase student Mutual cooperation both in and outside of learning. When learning, the teacher carried out the P5 project by holding group work, namely by making a replica of a place of worship. Apart from that, during the Pancasila education lesson, the teacher also formed students into several groups to answer questions. Teachers also carry out activities outside of learning by carrying out picket duties to clean the classroom and care for the plants, pick up catering, distribute tasks to students who are ceremonial officers, and decorate the class together. Apart from these activities, students are also taught at school the attitude of sharing and caring for each other through Alms at Morning and Clean Friday to increase awareness of the environment. The activities that have been carried out by the teacher are also accompanied by the teacher's efforts by habituating and always reminding students. So that the process of fostering Mutual cooperation can run effectively. However, there are still obstacles for students who are not fully able to carry out Mutual cooperation due to a lack of self-awareness and a lack of time. Therefore, teachers employ various solutions to overcome this problem by providing understanding to students and managing time appropriately.

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