

Integration of Cooperation Development in Learning Planning to Realize Pancasila Student Profiles

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Abstract

Purpose: This study aims to analyze the learning implementation plan in developing cooperative attitudes and to identify various activities that foster collaboration in early childhood education as part of realizing the Pancasila Student Profile.

Methodology: The research was conducted at Aisyiyah 5 Semanggi Kindergarten, Surakarta, using a qualitative descriptive approach. Data sources included teacher interviews and documents in the form of Daily Learning Implementation Plans (RPPH) from 9 teaching modules representing four sub-themes: 3 on “Myself,” 1 on “My Motherland,” 3 on “Environment,” and 2 on “My Needs.” Data collection techniques included interviews, observation, and documentation. Data were validated through triangulation and analyzed using content analysis techniques.

Results: The analysis showed that from a total of 115 learning activities reviewed, 21.7% were found to have the potential to foster cooperative attitudes. These activities were mostly embedded in gross motor activities, games, micro and macro role-playing, play development, and collaborative cognitive and artistic exercises involving two or more children interacting with positive interdependence.

Applications/Originality/Value: This research contributes to early childhood learning design by highlighting the integration of cooperative values into various learning activities. It provides practical references for educators in aligning instructional planning with the development of social skills and national character values such as cooperation as part of the Pancasila Student Profile.

Introduction

Learning planning describes the patterns and types of activities used to evaluate and provide assessments to students in their learning achievements (Wimukti & Darsinah, 2024). Planning contains the rules of the game, ideas for activities that can be supported, and the provision of tools and materials for project completion. Educators stimulate discussions with children to raise children's ideas and questions, which can be developed into further learning and exploration activities. So educators must prepare learning plans by considering several aspects of planning tailored to the goals to be achieved (Pratiwi & Utsman, 2022).

Early childhood learning plans are made to meet children's needs. In the process, children's achievements must be considered according to their learning needs and reflect their character and development. In the Merdeka Curriculum, Core Competencies (KI) and Basic Competencies (KD) in Curriculum 13 are replaced with learning outcomes, which are a holistic combination of attitude, knowledge, and skill competencies and are the final achievements in the foundation period (TK B) when children will enter elementary school.

The CP at the end of the phase is the initial foundation in a series of journeys designed by the curriculum to achieve the Pancasila Student Profile. The Pancasila Student Profile is described into 6 dimensions, namely (1) faith, devotion to God Almighty and noble character; (2) independence; (3) mutual cooperation; (4) global diversity; (5) critical thinking; (6) creative. From one of the 6 dimensions of the Pancasila Student Profile, namely mutual cooperation, there is a sub-element of cooperation, which needs to be developed in learning activities (Nurhayati & Handayani, 2020).

The ability to work together needs to be developed early on so that children can become individuals who can socialize and interact with others, appreciate, and have a sense of tolerance, and can share with each to achieve common goals. Where each child is trained to prioritize group interests and set aside their interests so that children get the opportunity for broad and diverse social interactions that are obtained at school (Prabandari & Fidesrinur, 2021).

Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning National Standards for Early Childhood Education, that the ability to work together is included in the aspect of social emotional development of children aged 5-6 years. Such as in the form of cooperative attitudes with friends, obeying class rules, being responsible, playing with peers, knowing their friends' feelings, sharing with others, respecting the

rights/opinions/works of others, using socially accepted methods to solve problems, and showing tolerance. Children can get this when they are at school.

The achievement of the Pancasila Student Profile can be done through project-based learning. In education, the project approach can be interpreted as an in-depth investigation of an interesting topic to learn. This investigation can be done by individuals or groups accompanied by teachers by working together to find answers to questions from a topic raised by children (Katz, 1994).

In project-based learning, it provides opportunities for children to explore and develop their thinking and the process of working together with fellow friends. So that children are trained to solve problems in their own way and stimulate children to think creatively and provide solutions. Project-based learning must be contextual, relevant, and in accordance with the environment in which children live and encourage children to be able to work together (Afipah & Imamah, 2023).

Implementing cooperative learning strategies can help children learn from each other, improve social skills, and facilitate the development of problem-solving. Collaboration creates a more supportive learning environment, where children feel more comfortable participating and exploring, which can improve the quality of learning (Fawcett & Garton, 2005).

By integrating the attitude of cooperation in early childhood learning, children can begin to understand and internalize the values of Pancasila. Not only teaching about cooperation with fellow friends but also forming children's character to appreciate differences and achieve common goals. Cooperation also encourages children to be able to solve problems, influencing children's social and academic development (Shofiah & Fauzi, 2023).

Through cooperative learning, students can develop important social skills such as listening, sharing, compromising, and resolving conflicts constructively. This can help them to interact with others positively in and out of school. Integration of cooperative learning in early childhood can increase their involvement and motivation in learning, and build self-confidence and a sense of ownership in the learning process. Schools as educational institutions can help develop early childhood social skills that are important for their social-emotional development in the future (Syahrul & Nurhafizah, 2021).

Previous research is one of the efforts to find comparisons and references for researchers in researching so that they can enrich the theories used in reviewing the research conducted, and show the originality of the research. Relevant research is "Integration of Local Wisdom Values with PAUD Curriculum" (Mimin, 2023). "Improving Collaboration Skills Through Traditional Ase Games" (Risnajayanti et al., 2023). "Implementation of Project Based Learning in Pancasila Student Profile Reinforcement Project Activities in Kindergarten" (Amahorseya et al., 2023). "Early Childhood Education Teacher Competence in Implementing the Pancasila Student Profile in Mover Schools" (Rizal et al., 2022) and "Early Childhood Education Learning Planning" (Marlina, 2017). The similarity of the previous research is that the researchers analyzed learning planning, the difference with the current research is the focus of the research, namely the development of cooperative attitudes in early childhood.

This study was conducted to determine the implementation plan of learning and various activities that include the development of cooperative attitudes. The purpose of this study is to analyze the learning plan that develops cooperative attitudes in realizing the Pancasila Student Profile and to produce guidelines or recommendations for other PAUD educators about the types of activities that can be developed in learning that include cooperation.

Method

This study uses a qualitative method that produces data in the form of descriptive data, namely written or spoken words from people and observed behavior. The selection of relevant methods must be adjusted to the phenomenon being studied (Fitriani et al., 2024). In this study, the researcher wants to analyze the implementation plan of learning in developing a cooperative attitude in realizing the Pancasila Student Profile. The researcher observes how the preparation of learning planning through the daily learning planning program is made and its implementation into learning activities and the implementation of these activities in daily learning.

Study implemented in TK Aisyiyah 5 Semanggi, Pasar Kliwon, Surakarta. The data source was obtained from 1 class teacher of group B. Data collection techniques were carried out using observation, interviews, and documentation. Data validation using triangulation techniques. Data analysis techniques using content analysis techniques, namely researchers analyzing each activity that supports the development of cooperative attitudes. By analyzing the learning plan of 4 themes, namely the theme of Myself (3 sub-themes), My Homeland (1 sub-theme), Environment (3 sub-themes), and My Needs (2 sub-themes).

Result and Discussion

Based on the data obtained, namely in the form of a learning plan document in the form of 9 teaching modules, consisting of 44 RPPH. Furthermore, an analysis was carried out on the activities in the RPPH. The nine teaching modules were taken from each sub-theme of each learning theme in semester 1. One sub-theme is valid for 1 week. The themes taken are Me (3 sub-themes) which contain 15 RPPH, My Homeland (1 sub-theme and P5) which contains 5 RPPH, and

Environment (3 sub-themes) which contains 15 RPPH, and My Needs (3 sub-themes) which contain 14 RPPH. An example of an analysis of one learning implementation plan is, as follows:

Theme: I
 Sub-themes: My Identity
 Sunday: 1

Table 1. Analysis of one learning implementation plan

Day	Activity	Activity Details	Developing a cooperative attitude	Information
1	This is my name	Activity 1: Collect balls that match the color of the card	Not included	There is no element of cooperation in the child's play process.
		Activity 2: Attach colorful buttons to the child's name on the cardboard	Not included	Children play individually.
2	My Family	Activity 1: Compact train	Including	Children play in groups
		Activity 2: Making family dolls from ice cream sticks.	Not included	Playing activities are carried out individually
3	Playmate	Activity 1: Guess your friend's voice.	Not included	There is no element of cooperation in this game
		Activity 2: Friends Face Collage.	Including	Children play in pairs.
4	Fun Friends	Activity 1: Playing black and green.	Not included	There is no element of cooperation in this game activity
		Activity 2: Playing mirror who am I.	Not included	Playing activities are carried out individually
5	Friday Together	Activity 1: Rhythmic Gymnastics Together	Not included	Even though it was done together, there was no element of cooperation.
		Activity 2: Practicing the 2 rakaat Dhuha prayer together	Not included	There is no element of cooperation in this activity.
		Activity 3: making fruit satay in groups.	Including	Children work together in groups to make fruit satay

In one of the activities above, three activities support the development of cooperative attitudes. The activities are day 2 activities (compact train), day 3 activities (collage of friends' faces), and day 5 activities (making fruit satay). Namely on the second day's activities when playing in a compact train, children line up like a train and move together following the teacher's instructions. When the teacher instructs to jump to the right then the train will jump to the right, if the instruction goes forward then the train will move forward, and so on. Children work together with other friends, and communication arises between children so that they are compact, and trained in language skills to communicate, namely the ability to listen and listen (Setyaningsih, 2023).

The third day's activity while playing in pairs is forming their friend's face with loose parts and introducing them in front of them together. This activity encourages cooperation between children that arises because of the positive nature of dependence between children. This provides an optimal contribution to achieving common goals. Where both children observe each other's face shape and work together to create loose parts to form their friend's face and then present the results in front of other friends. They try to complete the tasks given and appreciate the efforts made by their friends by presenting them in front of other friends (Shofiah & Fauzi, 2023).

The fifth day's activity was the activity of making fruit satay in groups. This activity encourages an attitude of cooperation with friends, which has an impact on social emotional development (Ananda & Fadhilaturrahmi, 2018). Where children coordinate with other friends to achieve common goals accompanied by feelings of joy. There is an agreement between group members about the division of tasks accompanied by teachers such as children who are in charge of taking the types of fruit to be made into satay, who are in charge of taking tools in the form of trays and satay skewers, and who are in charge of taking paper plates for several members.

Based on the analysis of the three activities above, activities that integrate cooperative attitudes aim to develop children's social and emotional aspects. Children can be cooperative with friends, play together with friends by sharing play equipment, respect other people's rights or opinions, obey game rules or instructions, respect the teacher who is

explaining the rules of the game, and encourage positive communication and dependence with friends to achieve common goals. This is following Minister of Education and Culture Regulation No. 137 of 2014 concerning Early Childhood Education Standards in standards for achieving child development, basic competencies for social-emotional development of children aged 5-6 years.

Analysis as we mentioned above, the researcher did the same analysis in analyzing the others. The results of the summary of the analysis of other teaching modules are as follows:

Table 2. Recapitulation of collaborative activities in 45 RPPH

Theme	Sub-themes	Cooperation	Excluding Cooperation	Number of activities
I	1. My Identity	3 activities	8 activities	11 activities
		3 activities	8 activities	12 activities
	2. Five senses	2 activities	9 activities	12 activities
	3. My Family			
Country	Indonesian Independence Day	3 activities	12 activities	15 activities
Environment	1. House	2 activities	11 activities	13 activities
	2. School	4 activities	9 activities	13 activities
	3. PHBS	2 activities	10 activities	12 activities
Need	1. Food and drink	3 activities	10 activities	13 activities
	2. Clothes	3 activities	11 activities	14 activities
mount		25 activities	90 activities	15 activities

Table 3. Recapitulation of analysis of the nine teaching modules including collaboration

Theme / Sub-theme	Activity
Me/My Identity	Line up like a train and move compactly according to the teacher's instructions.
	Friend's face collage
	Making fruit satay in batches
I/Five Senses	Conjunctions about the names of body parts
	Throw Catch Ball
	Becoming a statue (play in pairs, one child becomes a statue and the other counts 1-10)
Me/My Family	Playing hide and seek
	Playing in the drizzle (sitting in a line and doing the rain movement on your friend's back)
My Country and P5 activities (Independence Day)	Coloring and collage with loose parts with mom, independence theme
	Rubber relay with straw
	Moving plastic cups with straws in pairs
Environment/Home	Assembling towers from plastic cups in groups
	Micro role play with cardboard houses and puppets
	Playing with the ball
School environment	Stringing rubber bands in pairs
	Playing with blocks to build a school building in pairs
	Flour relay (sitting in a line and passing flour on a small plate over your head without looking back)
Environment/PHBS	Community service cleaning the schoolyard
	Playing soccer
	Making fruit juice together
My needs/Drinking and eating	Traditional playing "Njuk tali njuk emping" (like a dragon snake)
	Macro role play "food and beverage trader"
	Folding blankets in pairs
My Needs / My Clothes	Playing rope sling
	Matching geometric shapes to match your friend's clothes

Based on the results of the recapitulation analysis of the activities above, 25 activities contain cooperation development from 115 activities. So there are 21.7% cooperation activities from all activities. Activities that do not include

cooperation are 78.2%. These activities are in the form of fine and gross motor activities; construction games; micro and macro role play; and cognitive activities.

The most cooperative activities are game activities in the form of motor activities that we often find in traditional games and games. Traditional games in their implementation often involve many players in them. This encourages the emergence of a cooperative attitude to achieve common goals (Widyaning & Widyasari, 2023). Where in ancient times children often played together or in groups.

Role-playing, whether micro or macro, is an activity that always requires cooperation in it. In role-playing activities, several children are involved in playing so that interaction between children will emerge. By playing roles, children try to solve problems through demonstrations such as identifying a problem, analysis, acting, and discussion (Milin & Halida, 2014). At times like these, the development of a cooperative attitude emerges.

In building games carried out through block play, children's social development can be improved so that good socialization with friends arises, including a cooperative attitude (Septiawati et al., 2021). In playing with blocks, children are encouraged to be cooperative in playing, follow the rules, be able to share, and behave in a queue. Playing with blocks can be played by one child or in pairs/groups. This can bring up a cooperative attitude.

Educators can integrate the development of cooperative attitudes into learning activities by designing learning plans and selecting activities that follow research results. Educators can also choose activities that allow children to be actively involved and give children the freedom to choose the type of game, tools, and materials to be used, as well as activities that require the participation of more than one child and allow children to interact with their friends. The timing of activities can be adjusted to suit learning needs. Developing a cooperative attitude can be integrated with various activities according to the theme to be taught, such as motoric, cognitive, role-playing, art, blocks, and traditional games, which can be done before the learning activity begins. Educators can integrate the development of cooperative attitudes in lesson planning by choosing activities that actively involve children and activities that children can play in pairs or groups. A cooperative attitude can be integrated into various activities according to themes and activity times according to children's needs

Conclusion

Based on the analysis of this learning plan research, the cooperative attitude developed in learning activities can be integrated into learning activities or before learning activities. As many as 21.7% of the activities that appear are in the daily learning plan that the researcher analyzed. And there are 78.2% of activities that do not include cooperative attitudes. Cooperative attitudes can be integrated into games or motor activities and cognitive activities, as well as developmental play. The cooperative attitude is most often found in traditional games and role-playing activities, both micro and macro.

Educators can integrate the development of cooperative attitudes in lesson planning by choosing activities that actively involve children and activities that children can play in pairs or groups. A cooperative attitude can be integrated into various activities according to themes and activity times according to children's needs

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