Developing Independent Attitudes in the Pancasila Student Profile Through the 'Little Doctor' Extracurricular Activity

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Article Info	ABSTRACT
	An independent attitude is an attitude that every individual must possess. Independence is an attitude that does not depend on others and can carry out activities well. The existence of a little doctor extracurricular in the school environment is expected to be a place for students to develop their independent attitude by participating in activities provided by educators. This study uses a descriptive qualitative method to describe instilling an independent character through the little doctor extracurricular activity and by the P5 values of the Merdeka curriculum. Then, based on the results of the study, it shows that the seven strategic activities that were born can improve the development of the independent attitude character of students in their school environment, and can be an example of other extracurricular teaching methods that can be periodically applied. Among them are 1. Introduction and manufacture of herbal medicine from natural ingredients. 2. Observation of Health Education Videos 3. Making educational videos. 4. Education on introducing types of waste using Problem-Based Learning techniques and recycling waste. 5. Making sculpture crafts from recycled paper. 6. Explore the Indonesian Red Cross using the role-playing method. 7. Evaluation of material using the games-based learning method. With the birth of this activity, there is an increase in the attitudes of students based on the results of observations of attitude values before and after the implementation of the activity.

A. INTRODUCTION

The implementation of character education in shaping Islamic personality in students is carried out through both intracurricular and extracurricular activities, with evaluation based on written and oral tasks (Baidowi & Putri, 2024; Rindrayani, 2020). Character education

implementation in integrated Islamic elementary schools through curricular and extracurricular activities can develop students' moral and ethical values, integrate with subjects, and involve all parties (Baidowi, 2020; Candiasa et al., 2021). To build student character, schools design learning and non-academic activities such as habituation and extracurricular programs that have a positive impact, and integrate character education into learning to foster religious and responsible character (Amilda et al., 2023; Safrudin et al., 2019).

Instructional resources are crucial for teachers in integrating character education into a standards-based curriculum, with recommendations for teacher collaboration, team teaching, community-based learning, and clear assessment guidelines to observe student character development (Ciampa & Wolfe, 2021; Nurhayati, 2020). Planning activities in the character education strengthening program involve academic and non-academic aspects, based on the school's vision and mission, combining Western educational models and Eastern cultural values, influencing students' daily lives into adulthood (Maisyaroh et al., 2023).

As a learning system, the curriculum has undergone eleven revisions since 1947, leading up to the *Merdeka Curriculum* in 2021, which emphasizes innovation and post-pandemic recovery (Sumarsih et al., 2022; Ainia, 2020). The *Merdeka Curriculum* encourages students to develop responsibility, creativity, and independence through the P5 (*Project for* Strengthening *the Profile of Pancasila Students*), which includes six main Pancasila learner character traits (Anggraini & Anisa, 2023; Wulansari, 2023). P5 has been widely implemented in Indonesian schools through various intra- and co-curricular activities, emphasizing independence as a key trait for facing future challenges (Sitorus Ria et al., 2024; Palupi & Sari, 2023).

Although many students still exhibit dependency, extracurricular activities such as the *Dokter Cilik* (Little Doctor) program can serve as an effective contextual medium for fostering independence and P5 character traits (Surahman, 2022; Bastian et al., 2024). The *Dokter Cilik* extracurricular program is also intended as an educational strategy to foster awareness and independence through active student involvement in clean and healthy living behaviors (Herfanda & Wahyuntari, 2021). This program has been systematically developed at SDIT Al-Bayyinah in Garut Regency to integrate P5 values, particularly independence. However, preliminary observations show that some students still demonstrate low levels of independence, indicated by a lack of initiative, disorderliness, and insufficient self-reflection, attributed to low self-motivation and limited parental support (Iffanasari et al., 2023).

Research by Surahman (2022) highlights the novelty of this study through a practical approach in the *Dokter Cilik program*, as it has been little explored, and the *Merdeka Curriculum* has only recently been applied to the Scout program (Surahman, 2022). Furthermore, Andini & Wahidah (2024) state that previous studies have focused on P5 intracurricular projects, showing a significant correlation between *Merdeka Belajar* learning and increased student independence (Andini & Wahidah, 2024). Risma et al. (2024) also demonstrated that the greater the student engagement in P5 activities, the higher their independence, and conversely, low P5 activity leads to negative impacts (Risma et al., 2024).

This study aims to describe the strategies of the *Dokter Cilik* extracurricular activities in developing students' independence through P5, despite obstacles from the social environment and lack of parental guidance (Anggraeni N, Sumarna E, 2024). The positive impacts of this activity include improved student behavior, increased activity, and enhanced personal and school environmental health care. Therefore, this study's findings indicate that through regular training,

habituation, and active participation in promotive-preventive activities, students become more responsible, confident, and capable of making independent decisions in their daily lives, both at school and home.

B. RESEARCH METHODS

This study employs a qualitative approach with an intrinsic case study design. This approach was chosen because the research focuses on exploring strategies and practices in developing students' independence through the *Dokter Cilik* extracurricular activities at SDIT Al-Bayyinah Garut. The research was conducted at SDIT Al-Bayyinah, located on Jl. Raya Bayongbong Km.3, Muara Sanding Village, Garut Kota Subdistrict, Garut Regency, from November 2, 2024, to February 25, 2025. The informants in this study are detailed in the following table: Data collection techniques in this research include observation, interviews, and documentation, as shown in the following table:

Table 1. Research Grid

Research Focus	Indicators	Data Collection Techniques	Data Sources
The Role of the "Dokter Cilik" Extracurricular Activity in Shaping Students' Independence	Students show initiative in carrying out their duties as *Dokter Cilik*.	Interviews, observation, and documentation	Students
	Students can make decisions without relying on teachers.	Interviews and observation	Students
	Students perform their tasks consistently and responsibly.	Interviews, observation, and documentation	Students
	Students actively participate in every educational and promotional activity.	Interviews and observation	Students
	Students display confidence when delivering health information.	Interviews and observation	Students
Implementation of Independence Values in the Pancasila Student Profile	Students are accustomed to self-care and maintaining cleanliness independently.	Observation	Students
	Students can manage their time between studying and extracurricular activities.	Observation	Students
	Students demonstrate problem-solving skills without relying on others.	Observation and documentation	Students
	Dokter Cilik activities support the P5 dimensions, particularly "independence."	Interviews, observation, and documentation	Students and supervising teachers
Alignment of the "Dokter Cilik" Activities with the Goals of the Pancasila Student Profile (P5) Project	The project reflects students' interests and has social relevance within the school.	Interviews, observation, and documentation	Students and supervising teachers
	Teachers guide students using participatory and project-based approaches.	Interviews, observation, and documentation	Supervising teachers and principal
	Students' reflections on the activities indicate character development.	Observation and documentation	Students, supervising teachers

Data analysis in this study used the interactive analysis model by Miles and Huberman, which includes data collection, data reduction, data analysis, and conclusion drawing. Data were collected through direct observations to assess students' independent attitudes, interviews with teachers and students to explore their experiences, and documentation such as photographs and activity notes as supporting evidence. The collected data were then reduced by selecting and grouping relevant informants and organizing them based on indicators of independent behavior.

Next, the data were analyzed by comparing various sources, interpreting their meanings, and relating them to theories of independence and the Pancasila Student Profile. The results concluded that the *Dokter Cilik* activity develops students' independence.

Meanwhile, data validity in this study was ensured through triangulation techniques, including source triangulation, which compares and examines data from various sources, such as supervising Dokter Cilik extracurricular activity teachers and students actively involved in the program. Then, technique triangulation was conducted using multiple data collection methods, including direct observation, in-depth interviews, and documentation studies. Lastly, time triangulation was applied by collecting data at different times to observe the consistency of student behavior over time.

C. RESULTS AND DISCUSSION

The *Dokter Cilik* extracurricular activity at SDIT Al-Bayyinah has generated strategies and activities that support the development of students' independence in their daily lives. Several activities are carried out in the *Dokter Cilik* program, varying each week. These activities include:

1. Introduction and Preparation of Herbal Medicine from Natural Ingredients

The *Dokter Cilik* extracurricular program at SDIT Al-Bayyinah features various activities to provide students with knowledge about health education, critical thinking skills, independence, and technological skills. In the first week, students participated in the introduction and preparation of herbal medicine from natural plant ingredients. This activity occurred in the 4th-grade classroom (Al-Khawarizmi) and significantly contributed to nurturing students' independence at school, benefiting themselves and their surroundings. During the activity, students were orderly and independently engaged from beginning to end. The introduction of plants and the herbal medicine-making process are outlined as follows:

Table 1. Process of the Herbal Medicine Introduction and Preparation Activity from Natural Ingredients

No	Activity Process	Description
1	Each student was required to bring a recommended herbal plant, such as ginger, galangal, or betel leaf.	All students brought the assigned herbal ingredients.
2	Each student was instructed to smell the plant and identify the type of herbal plant they brought.	Students showed great enthusiasm and curiosity.
3	After identification, the supervisor presented material on the characteristics and features of each herbal plant.	The class was relatively conducive, though some students paid less attention.
4	The next step was to process the herbal plants by grinding them and mixing them with hot water.	During this step, students could follow the teacher's instructions well.
5	After mixing, the herbal mixture was strained or squeezed, and the extracted liquid was poured into glasses.	Students poured the herbal drink into glasses orderly and according to instructions.
6	Students could add sweeteners like milk or a little sugar, and the natural herbal drink was ready to consume.	Students demonstrated their independence in completing this task.

Students were very enthusiastic about this activity, aiming to identify which plants could be used as herbal medicine and to understand their various benefits. An increase in students' independence was evident through the tasks they carried out during the activity. For instance, they independently brought and organized their belongings and conducted the experiments without relying on or disturbing other students. Throughout this activity, students were introduced to and taught about several herbal plants, including:

Table 2. Types of Herbal Plants at the Research Site (Adnan, 2022)

Scientific Name	Local Name	Uses
Zingiber officinale	Red Ginger	Helpful in treating colds and coughs. Usage: (1) Take 1 thumb-sized piece of ginger, crush or grate and squeeze, then strain. (2) Add a little sugar as a sweetener and drink. For a toothache: (1) Add one piece of ginger to the aching tooth.
Moringa oleifera	Moringa Leaves	For diabetes. Usage: (1) Pick fresh young moringa leaves. (2) Soak the leaves in clean water. (3) Dry the leaves. (4) Once dry, pound or blend into a fine powder. (5) Store the moringa tea powder in a closed container, then drink as needed.
Curcuma longa	Turmeric	Helpful in treating cough, flu, and stomachache. Usage: (1) Take 3 turmeric rhizomes. (2) Crush the turmeric. (3) Strain it. (4) Add one egg yolk and some sugar, then drink the mixture.
Cymbopogon citratus	Lemongrass	Effective for colds, rheumatism, bone fractures, and muscle aches. Usage: (1) Boil the lemongrass and drink the boiled water.

The introduction of herbal medicinal plants to students needs to be carried out as early as possible, as the recognition of natural herbal medicinal plants has been supported by pharmacological activities that enhance their usefulness. These plants are not merely grown as culinary spices but also serve as remedies for various illnesses, including strengthening the human immune system (Nurul et al., 2023).

2. Observation of Health Education Video

In the second week, every Tuesday, students participating in the "Dokter Cilki" extracurricular activity at SDIT Al-Bayyinah were directed to the educational classroom that supports visual media, specifically in Classroom 6 Imam Hanafi on the second floor. During this activity, students were only instructed to bring writing materials and observe the content provided by the instructor. In today's world, teachers must pay attention to the use of technology as an educational activity for students to take advantage of and adjust to the developments of the times. Technology greatly aids teachers in delivering more active and interactive lessons, but in this case, the role of the teacher remains irreplaceable by technology. Teachers remain responsible for the learning process without diminishing the core values of education (Röhl, 2025). In this session, the instructor provided educational material through an animated video about common diseases often faced by elementary school-age children and related to chemical medicines that are commonly encountered. Through the use of educational videos, students can follow the lessons voluntarily, which supports the effectiveness of learning both in-person and online. These factors make the media more advantageous and appealing (Anggraini & Anisa, 2023). The activity ran smoothly and orderly, although some students felt bored. However, this was alleviated by a short icebreaker provided by the

instructor, which helped motivate the students to refocus on the material. After the material delivery session, students were given time to reflect and digest the information they received, and they were also allowed to come forward and provide comments and conclusions, which were shared using a game-based learning model. The next session involved a closing oral test, where students answered questions about the educational material presented earlier. This activity tested the students' focus and independence during the learning process.

3. **Creation of Educational Video**

   In the third week, the extracurricular activities became more varied, incorporating cooperative learning and project-based learning models, where students were allowed to explore their skills in the field of technology. This activity took place around the SDIT Al-Bayyinah school environment. The "Dokcil" members were tasked with creating an educational video about the importance of Clean and Healthy Living Behavior (PHBS) in the school environment. Each student was instructed to form their group, consisting of 8 members out of the 40 students, thus forming five groups for the activity. This emphasized the development of their independence. The instructor then allocated 1 hour and 15 minutes for the students to brainstorm ideas and shoot the video. The students carried out the task actively and independently, without disruptions, and the process went smoothly. The remaining 15 minutes were used for activity evaluation. During the evaluation, the students presented their ideas and the results of their video production. Based on the group presentations, two groups explained how to wash hands properly, one group discussed various types of healthy and unhealthy snacks, one group described how to dispose of waste according to its type correctly, and the final group explained how to carry out class duties and described various cleaning tools. The activity went well, and the students were observed to have developed their independence without burdening others, demonstrating good teamwork in the process.

4. **Education on Types of Waste Using Problem-Based Learning Techniques and Recycling Waste**

   In the fourth week's activity, students were educated about the types of organic, inorganic, and hazardous waste in the corridors of classrooms one and two. For this session, an experiment was conducted using the Problem-Based Learning model for each type of waste. The application of this model allows students to think critically, explore, collaborate, and enhance their skills. This involves planning problems, designing projects, collaboratively seeking information, implementing solutions, synthesizing processes, evaluating, and presenting results (Muhamad Irgi Abdillah Az-zarkasyi & Hindun Hindun, 2023). At the beginning of the activity, each student was instructed to bring materials of the assigned types of waste, such as one piece of organic waste and one piece of inorganic waste, excluding hazardous waste. On the other hand, the instructor had prepared soil in two large polybags, one labeled "organic waste" and the other labeled "inorganic waste." The aim was to test or experiment with the waste later. The activity began with organic waste, such as vegetables, food scraps, leaves, fruit peels, meat, wood, or twigs. The students cut these into small pieces using scissors or knives to accelerate the decomposition process.

   Once the organic waste was chopped, all students lined up to place their organic waste into the polybag containing soil. After all the waste had been placed in the polybag, it was covered with more soil until complete. The exact process was done for the second polybag containing inorganic waste, such as plastic food wrappers, shoe leather, cardboard, etc. These

materials were also placed in the polybag with soil and covered with more soil. After completing the experiment, the instructor informed the students that they would need to wait 2-4 weeks to observe whether the organic and inorganic waste would decompose. After four weeks, the result showed that the organic waste had decomposed, and no remnants of food scraps or fruit peels were left. In contrast, the inorganic waste did not decompose at all, demonstrating that inorganic waste cannot break down through biological or natural processes.

Following the experiment and gaining knowledge from the results, students were allowed to develop their creativity by repurposing non-biodegradable materials, such as plastic waste and leftover cardboard. As part of the activity, students used the materials to make coin banks, tissue holders, keychains, and small flower vases. This activity had a significant impact on developing students' independence. They became more self-reliant in their attitudes and behavior. The success of this activity was supported by the use of innovative teaching media, emphasizing the importance of adapting learning materials to students, as this is a key factor in achieving learning success and enhancing both soft and hard skills (Magdalena et al., 2021).

5. **Crafting Statues from Recycled Paper Waste**

To develop students' independence, it is essential to continuously train them by assigning field tasks, practical exercises, or projects. Students will continually practice critical thinking, creativity, and independence in carrying out tasks through these activities. At the same time, project-based learning provides students with the opportunity to take responsibility for their learning outcomes, improving their social skills and ability to adapt to the outside world (Yanti et al., 2024). In the fifth-week activity, the "Dokcil" group members participated in recycling inorganic waste by creating craft statues made from used paper waste. This activity was held in the large hall of SDIT Al-Bayyinah, where students faced challenges in crafting recycled art. However, they were able to complete the task due to their precision and patience during the process (Basyari et al., 2022). The steps involved in this activity are as follows:

Table 3. Process of Crafting Statues from Recycled Paper Waste

No	Activity Process	Description
1	All students were instructed in advance to bring used paper from their homes.	All students diligently brought their materials.
2	Students were placed in a large circle and asked to place the materials they brought in front of them.	Students began the activity with enthusiasm and excitement.
3	The instructor prepared clean water and a blender to smooth the paper materials.	Students were encouraged to follow the teacher's instructions.
4	The first step was for the instructor to guide the students in cutting the paper into small pieces.	This was done in an orderly, calm, enthusiastic, and happy atmosphere.
5	After cutting, mix the paper with clean water and squeeze it together.	This process took quite some time.
6	Once mixed with water, place the mixture into the blender to smooth the paper.	The instructor assisted the activity.

| 7 | After it was smooth, transfer the mixture into the molds prepared by the instructor. | This was done in an orderly manner. |
| 8 | Finally, dry the molded mixture under the sun until it is dry. | All students actively participated in every step of the process. |

6. Exploring Indonesian Red Cross (PMI) Using Role-Playing Method

In the sixth-week activity, the students visited the PMI Headquarters in Garut, where they were required to develop their physical and mental capacities. The activity at the PMI Garut headquarters received an overwhelmingly positive response and powerfully impacted the development of students' independent attitudes. This physical activity had a more profound effect on the students' development, mainly as it was carried out using role-playing. The implementation of role-playing significantly boosted the students' participation, transforming those who were previously inactive into active participants. Before the activity began, the instructor explained the concept and rules to ensure the students understood the process, making the learning experience more effective and interactive (Kinanti et al., 2024). During the role-playing activity, the students were assigned different roles, such as patients, doctors, volunteers, etc. This allowed the instructor to observe and assess how well the students understood and absorbed the material. For example, a student playing the role of a doctor had to imagine how they would act, considering the responsibilities and actions of a real doctor. Similarly, students playing the role of volunteers had to think critically and develop their independence in providing help to others. This activity enhanced students' independence, emotional intelligence, creativity, and innovation.

7. Evaluating Material Using the Game-Based Learning Method

In the final week, the activity took place at the main field of SDIT Al-Bayyinah, where the researcher conducted a material evaluation for the "Dokcil" students using the game-based learning method. This approach aimed to stimulate active student engagement, enhance the attractiveness of the learning process, encourage collaboration among students, and foster healthy competition. As a result, it helped nurture the students' self-confidence and independence, encouraging them to explore new things (Kinanti et al., 2024). The objective of this activity was to make the evaluation process enjoyable while enhancing student engagement and independence. The first activity involved students standing in formation and stretching before being directed to form a large circle to begin the game. Meanwhile, the researcher and instructor prepared questions for the students to answer. The game was played by turning on music titled "Round and Round," popularized by the famous Korean drama *Squid Game*. The students were instructed to walk in a circle while the music played, and when the music stopped, they had to find the number of friends called by the instructor. Students distracted or lost the game had to answer questions about the material evaluation. The game continued until all questions were answered and the students completed the activity.

The Merdeka Curriculum emphasizes project-based learning, which aims to develop soft and hard skills while focusing on student character development in line with the goals of the Pancasila Student Profile. The curriculum prepares a quality generation of future leaders (Yasmansyah & Sesmiarni, 2022). During online learning, students have shown a decline in enthusiasm for studying. They often feel bored and fatigued during lessons. Another contributing factor is the limited learning facilities that support online learning, which have made it challenging for students to find an effective learning method (Ramanta & Widayanti,

2020).

Education can generally be understood as the effort to create a learning atmosphere where students actively develop their potential. According to Law No. 20 of 2003 on the National Education System, education is "a planned and conscious effort to create an atmosphere of learning and teaching so that students can actively improve their potential, including spiritual strength, self-control, personality, intelligence, noble character, and the skills needed for themselves and society." The term "education" according to the Indonesian Dictionary (KBBI) comes from the word "didik" with the prefix "pe-" and suffix "-an," which refers to a method, process, or action of guiding. Education can also be defined as teaching, a process of changing individual or social ethics and behavior to foster independence and maturity through education, learning, guidance, and coaching (Ujud et al., 2023).

The curriculum is the core of the learning process, as its development involves dynamic design, implementation, and evaluation, constantly adapting to the times. It plays a vital role in education by serving as a guideline and reference to improve the quality of education in school learning. The curriculum also determines the goals of education and outlines what must be learned in the teaching process. One of the key benefits of implementing this curriculum is that students must complete specific projects, which makes them active in exploring themselves (Nawati & Hasan, 2023).

The Merdeka Curriculum is designed to meet Indonesia's current educational needs. The implementation of the Merdeka Curriculum introduces the first element in the development path of the self-reliance profile, referred to as the dimension of self-awareness, which is divided into several sub-dimensions: 1) recognizing emotions and their influence, 2) recognizing one's qualities and interests as well as the challenges faced, and 3) developing self-reflection (Kamal & Rochmiyati, 2022). The goal of applying the Merdeka Curriculum is now more focused on learner-centered education. Teachers now adjust to the needs and situations of students when teaching, giving teachers flexibility in their lessons. According to the implementation book by Prof. Dr. H. E. Mulyasa, M.Pd, the Merdeka Curriculum gives birth to the Pancasila student profile, consisting of six elements: 1) having faith and devotion to God and behaving nobly, 2) embracing global diversity, 3) cooperating, 4) being independent, 5) thinking critically, and 6) being creative. The P5 theme for elementary schools (SD/MI), middle schools (SMP/MTs), high schools (SMA/MA), vocational schools (SMK/MAK), and equivalent institutions focuses on sustainable lifestyles for students, local wisdom, understanding the motto *Bhinneka Tunggal Ika*, building both physical and mental strength, advocating for democracy, skills in engineering and technology, entrepreneurship, and employability (Yuzianah et al., 2023).

The term *character* originates from the Greek word *charassein*, meaning "to engrave" (to paint, draw), similar to drawing on paper, carving stone, or metal. Based on this concept, character is then interpreted as a specific sign or feature, giving rise to the notion that character is an individual pattern of behavior and moral state of each person (Sukatin et al., 2022). Character is a trait inherent in every individual. It arises from the habits in their environment, upbringing by their parents, and the grace of God. Character is not easily changed, but it can be altered gradually through training and good character education in the surrounding environment. The character of independence requires more effort so that students can possess

knowledge and skills about independence, exhibit independent attitudes, and demonstrate independent behavior in their environment (Cahyani et al., 2020).

According to Mumi, the indicators of independence include: (1) individuals having a sense of responsibility, whether small or large, and not being easily dependent on others, (2) having an intense curiosity, and (3) possessing high self-confidence (Palupi & Sari, 2023). In the school environment, students must be able to socialize or interact with others. This is important because the essence of human beings as social creatures is that they cannot live alone without others. In the school setting, students are required to socialize and interact with their surroundings, which is crucial because the essence of humanity is that people cannot live alone without others (Suryadewi et al., 2020). Furthermore, the development of students' independence can be directly influenced by parenting styles, where parents need to give their children space to make their own decisions and express their desires, as this is a trait that every individual should possess. Therefore, the role of parents is to act as a corrector, motivator, facilitator, and guide (Ismiati et al., 2023).

In developing students' independent character, educators must have interaction, approach, and communication skills. Each learning process will face different challenges, whether a lack of discipline, independence, motivation, or concentration among students. In these situations, educators can play a role in managing their students during the learning process. There are several approaches that educators must apply, such as: (1) Individual approach – this emphasizes that educators should understand and get to know each student personally. (2) The group approach aims to enhance students' social attitudes and creativity in school. (3) Varied approach– this serves as a solution to students' learning problems. For example, students may have different learning difficulties, and through this approach, educators can provide solutions, such as ice-breaking activities, to motivate students in their learning. (4) Educational approach – educators implement this approach through various methods, such as experiential learning, habit formation, emotional, rational, functional, religious, and meaningful approaches (Drs. Syaiful Bahri Djamarah & Zain, 2014).

In addition to the approaches used by educators, several factors contribute to the success of teaching, including the following:

a) Educators' ability to open lessons effectively: In this phase, educators must be able to control students' physical and emotional conditions at the beginning of the lesson. This includes starting the lesson innovatively and engagingly and motivating students by connecting the learning objectives to their prior knowledge. The goal is to ensure that the learning process is interactive and not one-way.

Educators' ability to conduct the core learning activities: This aspect determines whether the students' learning outcomes align with the quality of teaching provided. It involves evaluating whether educators have implemented the correct and effective teaching strategies and whether the content delivered is accurate and relevant. Furthermore, it examines whether educators have mastered the material they are teaching. This factor significantly affects students' ability to grasp the lesson content.

Educators' ability to provide appropriate assessments: In addition to delivering content, educators must be capable of making fair and objective assessments of their students. Proper evaluation helps determine whether the learning objectives have been achieved, allowing educators to gauge the effectiveness of their teaching.

b) Educators' ability to close lessons effectively: Nowadays, simply stating that the lesson is over is not enough. Educators should aim to leave a lasting impression by conducting a brief evaluation, such as asking students small questions to check if they were attentive during the lesson. This ensures that students have processed the material effectively.

c) Other supporting factors for educators: Several additional factors contribute to the success of the learning process. These include educators using clear and straightforward language, adopting a confident posture, displaying respectful and courteous behavior towards students, and maintaining a neat and professional appearance (Zendrato, Sarumaha, 2024).

D. CONCLUSION

Based on the research conducted at SDIT Al-Bayyinah Garut, it can be concluded that the strategy for developing independent attitudes through the extracurricular activity of "Little Doctor" is carried out through seven structured activities designed based on the values of P5. The implementation of the "Little Doctor" activities, which align with the values of the Pancasila Student Profile, particularly in the dimension of Independence, is conducted in a thematic and integrated manner. The change in the independent attitudes of students after participating in the extracurricular "Little Doctor" program is seen in the improvement of students' abilities to manage tasks independently, take initiative, and demonstrate courage in expressing ideas and completing group projects. Observational and documentation results show that this program positively contributes to strengthening students' independent attitudes both academically and socially. Therefore, the extracurricular "Little Doctor" activity can be used as an effective contextual learning model in developing independent character in primary school students, especially in implementing the values of P5 in the Merdeka Curriculum.

AUTHOR CONTRIBUTIONS

Author 1	:	Designed the research, developed the theoretical framework, and collected and analyzed data.
Author 2	:	Developed the research methodology and instruments used in data collection, and assisted in analyzing research results
Author 3	:	Collected field data, particularly conducting observations and interviews with students.

Author 4   :   Reviewed and evaluated the alignment of the data with existing theories and provided feedback to improve the quality of analysis.

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