

Project Study on Strengthening the Pancasila Student Profile in Shaping Student Character Based on Pancasila Values

Prasasti Putri Nurfajri

Universitas Sebelas Maret, Indonesia

Corresponding author: prasastiputrin@student.uns.ac.id.

Abstract

The development of such character cultivation can be done through various learning models and methods that educators choose contextually. One of them is the existence of the Pancasila Lesson Profile Strengthening Project as a program that must be carried out by schools in carrying out student character cultivation activities. The purpose of this study is to find out how the Pancasila Student Profile Strengthening Project (P5) in the formation of student character in accordance with the values of Pancasila. The method used is a qualitative method with data collection techniques of joint interviews with SMA Negeri 7 Surakarta teachers in implementing Pancasila values and literature study through applications such as open knowledge maps, Google Scholar, and connected papers. The results of this study indicate that the Pancasila Student Profile Strengthening Project is a form of instilling Pancasila values through the character reflected in the 6 elements of the Pancasila Student Profile as one of the objectives of the Pancasila Student Profile Strengthening Project as one of the programs implementing the Merdeka Curriculum.

Keywords: Project to Strengthen Pancasila Student Profile; Character; Pancasila Values.

Introduction

According to Law No. 20 of 2003 concerning the National Education system, the purpose of education is to develop students' potential to become human beings who are faithful and devoted to God, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Law No. 20 of 2003 concerning the National Education System, n.d.). Based on this, an important goal in the education process is the cultivation of character in students. The main functions of character education are the function of developing and shaping potential, the function of strengthening and repairing, and the function of filtering (Askal et al., 2018). So that the level of success of education can be measured through the character cultivation provided. Character education does not only teach about what is right and what is wrong, but rather instills positive habits in students, so

that they better understand, feel, and are willing to do it (Rohendi, 2016).

In the independent curriculum which is the current curriculum, character education is blamed on the cultivation of the Pancasila student profile. Based on the Ministry of Education and Culture (2022) the cultivation of the Pancasila learner profile is a character and ability that is built in everyday life and life of learners through culture in education units, intracurricular learning, projects to strengthen the Pancasila learner profile, and extracurricular (Satria et al., 2022). The Pancasila Learner Profile in the Ministry of Education and Culture is formulated that "Indonesian students are lifelong learners who are competent, have character, and behave according to the values of Pancasila." Based on this formulation, there are 3 important things in the goal of strengthening the profile of Pancasila students, namely lifelong learners, competence, and character in accordance with the values of Pancasila.

But in fact in the learning process in instilling the value of Pancasila, there are still many cases of violence that do not reflect the character of Pancasila either from educators or from students. The application of Pancasila values has somewhat faded among students and society and also moral decline, such as many brawls between students, a lot of cheating during exams, alcohol consumption by students, drug trafficking which is increasingly widespread both among students and society, tolerance between communities began to decrease, etc. Therefore, the values of Pancasila must be realized in students, and in addition the role of religion is very helpful to fill the souls of students with the values of Pancasila. people who are noble and have the spirit of Pancasila (Kurniawaty & Widayatmo, 2021). The values of Pancasila as a character builder should be able to encourage to see the rapid pace of globalization and its impact on the character of the nation. Therefore, as Indonesians we must be able to instill the values contained in Pancasila in the life of the nation and state as a builder of our own character. Pancasila values understanding and actualizing character It should be reflected in the character of the nation. character of the Indonesian nation (Fitriani & Dewi, 2021).

In these cases, it is necessary to integrate values in each subject matter of learning materials and strengthen the personality competence of educators. Value integration can be done for one or more of each subject matter of each learning material. Like attitudes, a value does not stand alone, but in the form of a group. Internally, each value contains elements of thoughts, feelings and moral behavior that are psychologically interact with each other (Fahroji, 2020).

The development of such character cultivation can be done through various learning models and methods that educators choose contextually. One of them is the existence of the Strengthening the Pancasila Lesson Profile as a program that must be carried out by schools in carrying out activities to cultivate student character. The implementation of P5 activities can foster a level of confidence in students in their work,

can increase the potential of students & can find out the interests of students' talents in a field (Diah Ayu Saraswati et al., 2022). The Pancasila Student Profile Strengthening Project is cross-disciplinary learning to observe and think about solutions to problems in the surrounding environment (Irawati et al., 2022). With this research conducted on the Pancasila Student Profile Strengthening Project in shaping character in accordance with the values of Pancasila.

Method

The type of method used in this research is a qualitative research method with data collection techniques interviews through informant sources who are experts in their fields, namely Education Personnel and literature studies through several reference sources such as journal articles, books, and various reports related to the Pancasila Student Profile Strengthening Project as a form of implementation of the Merdeka Curriculum. Interview is a data collection technique through a discovery process oneway answers, meaning that the question comes from one (Fatoni, 2011) In this study, researchers conducted interviews with teachers of SMA Negeri 7 Surakarta who have conducted the Pancasila Student Profile Strengthening Project. Literature study is a technique by examining the source of objectives through books, literature, notes, and reports related to the research conducted (Nazir, 2003).

Result and Discussion

In Ministry of Education and Culture No.56/M/2022 has explained that the Pancasila Learner Profile Strengthening Project (P5) is a project-based co-curricular activity as an effort to achieve competence and character in accordance with the Pancasila learner profile based on the graduate Competency Standards. (Kemendikbudristek, 2022). understanding From this understanding, the Ministry of Education and Culture held the P5 Program as a solution in shaping character and

competence through a project to achieve the Pancasila student profile. The project is part of the independent curriculum so that for schools that implement the independent curriculum must implement P5 in accordance with existing regulations.

Based on the results of the research, it was found that in SMA Negeri 7 Surakarta, it was implemented as follows; In the process of implementing the Pancasila Student Profile Strengthening Project, SMAN 7 Surakarta has been running well as evidenced by the implementation of 3 projects although it needs a lot of evaluation and improvement. The 3 projects include: 1) Local wisdom, 2) Sustainable lifestyle, 3) Engineering and Technology to build NKRI.

In the process of implementing the P5 program, it is carried out based on the conditions of the school between the KBM process and the Block system. Initially the implementation of P5 was carried out in the KBM process, after an evaluation of the implementation of P5 it was more effective to use the Block system, namely every 3 months with the implementation of the last 2/3 weeks because based on further evaluation students could focus more on learning material and project implementation.

In the process of implementing the P5 project that needs to be prepared by the teacher is the preparation of the P5 Project Module prepared by the P5 Team which educators from SMAN 7 Surakarta are divided into several teams as follows; 1) KOSP Team, 2) Teaching Module ATP Team, 3) Assessment Team, 4) P5 Team. The team is divided based on the ability of personnel educators in mastering the competencies in each team. Then, in project implementation P5 to students is by; 1) Conducting socialization to students in implementation of the Project P5 by inviting resource persons who in accordance with the expertise in the theme taken by the school. 2) Students conduct simple research consisting of , 3) Preparation of an activity proposal that will be to be done students, 4) Students conduct exploration, 5) Students do a work title, 6) In the implementation of mentoring and monitoring each group in the class i s

given 2 mentors consisting of 1 homeroom teacher and 1 maple teacher, 7) In the division of groups, 1 class consists of 4 groups with the division assigned to the homeroom teacher by adjusting the stage of student ability and adjusted to their learning style so that an effective group can be organized and the students can learn from each group. collaborative.

In the final result after students do the exploration is to make a product that will be displayed to other groups by setting up a small stand and then students can explain what products they made. However, in the process of the work title there is no reward given to students at the time of the work title so my input is It is possible to add rewards that can increase the enthusiasm of students in trying their best to explore, cooperate, and the quality of the products made.

In conducting an assessment of the implementation of P5 in 1 year of school KBM activities must be able to achieve 6character profiles of Pancasila students so that in the implementation of P5 carried out by SMAN 7 Surakarta on each theme does not directly assess 6 characters but on each theme divided by what profile will be achieved first.

In this case, according to the Ministry of Education and Culture, the Pancasila Learner Profile is a number of characters and competencies based on Pancasila values to be achieved by students. The Pancasila Learner Profile was created to answer important questions regarding students with what skills to achieve. This is certainly related to the purpose of education in Indonesia, which is to create an advanced, independent, and cultured Indonesia through the formation of Indonesian students with character in accordance with the values of Pancasila. The Pancasila Student Profile was created due to the lack of human resources who have character in accordance with the values of Pancasila in the forgotten sphere of education.

There are 6 elements in the Pancasila Learner Profile, namely noble behavior, global diversity, independence, mutual cooperation, critical reasoning, and creativity. So that in the application of the independent curriculum

through the Pancasila Learner Profile Strengthening Project, schools must be able to achieve 6 elements in conducting education to students. So that what is the purpose of their curriculum can be implemented.

In implementing the profile of Pancasila students with noble character, data is carried out by developing the profile of faith, fear of God Almighty and noble character by appreciating all kinds of God's creations, both in the living environment and in society (Rahayuningsih, 2022).

Then in the second element, namely Global Diversity. By using this profile, a person is expected to have a mature self-identity, as well as showing achievement about the cultural heritage of his nation and having an inclusive view of other diverse cultures (Juliani & Bastian, 2023). This means that learners are able to accept differences without feeling blamed, without judging, or feeling superior to other groups. This is not only true in Indonesia as their country, but also around the world.

On the Mutual Aid element. Generally, gotong royong is defined as cooperation carried out by one or several individuals with other groups to achieve common goals and interests. Gotong royong is the ability of learners to cooperate with others, where they work together to achieve a common goal. They able to carry out activities wholeheartedly and sincerely so that these activities can run smoothly, easily and lightly. As Pancasila learners, they understand very well the meaning of working together, including in terms of collaborating with their friends (Juliani & Bastian, 2023).

In the fourth element, namely independence, this independence is carried out based on desires that come from within oneself, choices that are chosen independently, and taking responsibility for oneself. Students can control when the time is right to do activities they like or not, and independent students tend to be motivated to achieve achievements that make them proud of themselves because of the results they get independently. The main aspects of independence include awareness of oneself

and the situation at hand and self-control (Juliani & Bastian, 2023).

Furthermore, the fifth element is Critical Reasoning, Emphasizing the importance of critical thinking in learners as the basis of cognitive processes in solving a problem and processing the information obtained. Critical thinking helps learners make decisions rationally, by considering various factors in order to find the right solution to the problem at hand (Ernawati & Rahmawati, 2022).

In the last element, namely creative, teachers must have innovation in determining themes and topics, as well as planning activities that are in accordance with students' abilities before carrying out projects to strengthen the Pancasila learner profile. This aims to make students feel comfortable and happy during project implementation (Nur Budiono et al., 2023). Pancasila learners in this case will have problem-solving skills and be able to produce something independently and proactively with the aim of finding new innovative methods every day. The main factors of creativity include the generation of original ideas and the creation of original works and actions (Juliani & Bastian, 2023).

Implementing the curriculum independent in improving the development of the Pancasila student profile in schools, especially in structuring the curriculum structure, needs to be expanded to regulate not only intra-school programs but also cross-curricular and extra-curricular programs. Co-curricular programs that take place outside the classroom have the potential to build character and general competencies globally which are included in the Pancasila student profile. So that in the application of P5, students are not only faced with activities in the classroom but can also be carried out outside the classroom as a form of student exploration in gaining knowledge and experience to interact in a wider scope. This project will provide more opportunities for students to learn in a flexible and interactive learning process by dealing directly with the environment in strengthening various skills in the Pancasila learner profile (Irawati et al., 2022).

In the application of P5 requirements for project-based learning, learning activities focus on students' communication skills, cooperation, creativity and critical thinking. Students work on projects to solve problems presented by the teacher in groups or in collaboration with other students. Teachers present students with real-world challenges and problems, and then ask students to come up with ideas or projects to solve those problems. Afterward, students regularly reflect to discover the extent of their understanding. So learning is focused on student questions or challenges (Yohanes Kefi et al., 2022).

As a project in character building, good character consists of knowing good, wanting good, and doing good. Building good character requires getting used to thinking, getting used to the heart and getting used to doing (Juliani & Bastian, 2023). Character education is implemented in schools by incorporating character values in various subjects, learning activities and local cultural content areas, school culture and extracurricular activities. Each topic contains different character values to be developed and applied in students' lives every day. The application of different character values is not limited to the cognitive level, but also about student internships and hands-on experience direct experience in the community (Hamzah et al., 2022).

Through development of the Pancasila Learner Profile Strengthening Project, students will strengthen their character as active global citizens. Participation Plan active and continuous learning. develop the skills, attitudes, Knowledge required to complete the project within a specified timeframe. training skills Solving problem in different learning situations. show responsibility and be mindful of surrounding issues as a form of learning outcome. Appreciate and be proud of the learning process, but also with optimal performance results (Mery et al., 2022). A project to raise the profile of Pancasila students is an option to give birth to a golden generation whose character is equal to the values of Pancasila and ready to accept global challenges (Rizkasari, 2023). With the implementation of the Pancasila Student

Profile Strengthening Project, students are expected to be able to perform actions in accordance with the values of Pancasila by producing graduates who demonstrate the necessary and achievable qualities and skills as well as the strengthening of the noble values of Pancasila in students and stakeholders. As a result, Pancasila students are expected not only to be intelligent but also to become students who are also globally competitive, have character and uphold the values of Pancasila (Hamzah et al., 2022).

Conclusion

The Pancasila Learner Profile Strengthening Project is a project carried out in implementing the independent curriculum, especially in character building and competence through a project to achieve the Pancasila learner profile. There are 6 elements in The profile of Pancasila students is noble, globally diverse, independent, cooperative, critical thinking, and creative.

Character education can be done by integrating Pancasila values in various subjects. subjects, learning activities and local cultural content areas, school culture and extracurricular activities. Through the development of the Pancasila Learner Profile Strengthening Project, students will strengthen their character as active global citizens who are not only intelligent but also become globally competitive learners, characterized by the values of Pancasila.

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