



Implementation Of The Project To Strengthen Pancasila Student Profiles In Forming Student Character

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Abstract

The dynamics of curriculum change from the early days of independence until now continues to occur, this is in line with the development of the times and changes in technology to the latest, currently the independent learning curriculum. The presence of an independent curriculum that begins with an emergency curriculum and a prototype curriculum is a strategic step in restoring learning that has experienced post-covid-19 learning losses. The existence of learning loss as a result of distance (online) learning experienced by schools, especially schools in areas with difficult internet coverage, makes learning not run optimally. Project-based learning in the independent curriculum is considered capable of supporting learning recovery due to learning loss as a result of Covid-19 as well as character development according to the Pancasila Student Profile. the author conducted in-depth research on how "Implementation of the Project to Strengthen Pancasila Student Profile in shaping the character of students at SMA Ciledug Al-Musaddadiyah Garut". and describe conceptually and how the project to strengthen the Pancasila student profile is implemented in Senior High Schools as an integral part of the implementation of the independent curriculum. The method used in this research is a qualitative method with a descriptive approach, namely an approach in research that produces data that is descriptive and not numerically measurable. This study took sources from selected informants using the purposive sampling technique, namely research objects that clearly understood and mastered the project to strengthen the Pancasila profile which consisted of the school principal, vice principal of student affairs and the facilitation team formed by the school. Data collection was carried out using techniques. interview. So that researchers get findings and conclusions about the Implementation of the Project to Strengthen Pancasila Student Profile in Forming Character Students carried out at SMA Ciledug Al-Musaddadiyah Garut.

Keywords: *project; pancasila; student; character*

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INTRODUCTION

The curriculum is the heart or soul of education. The development of the curriculum in Indonesia has always undergone changes starting from the independence period to the newest curriculum, namely the independent curriculum. Curriculum changes certainly cannot be avoided, but the curriculum must be adapted to current developments. National education is required to be able to respond quickly to developments in a fast-paced era, especially in facing the industrial era 4.0.

In the 2022/2023 academic year, the independent curriculum will begin to be implemented, but in a limited scope. Schools outside the driving school were given two curriculum options, namely the independent curriculum or continuing to use the 2013 curriculum by implementing several parts/elements of the independent curriculum, namely the Project for Strengthening the Pancasila Student Profile. The independent curriculum is a curriculum that gives schools and teachers the freedom to develop all the potential possessed by both schools and teachers in order to realize the goal of national education, namely to make the nation's life intelligent through learning that supports students and enjoyable education so that students obtain inner and outer happiness both as individuals. and as members of society.

The presence of an independent curriculum starting with an emergency curriculum and a prototype curriculum is a strategic step in restoring learning that has experienced learning loss after Covid-19. The existence of learning loss as a result of distance (online) learning experienced by schools, especially schools in areas with difficult internet coverage, means that learning does not run optimally. Project-based learning in the independent curriculum is considered capable of supporting learning recovery due to learning loss as a result of Covid-19 as well as character development in accordance with the Pancasila Student Profile (Atiek Rachmawati, 2022).

The independent curriculum requires teachers to be able to implement the Pancasila student model in the learning process as stated in Permendikbud Ristek No. 22 of 2022 concerning the strategic plan of the Ministry of Education and Culture, Research and Technology for 2020 – 2024. (Martini, at, al, 2019). Because teachers must know what the Pancasila student profile is so that it can be implemented with students (Yusuf et, el. 2022). In implementing the project to strengthen the Pancasila student profile, of course superior human resources are needed, especially teachers so that the implementation of the Pancasila student profile project can run smoothly. well and optimally and students gain meaningfulness from the project.

The Pancasila Student Profile is a description of the competencies that students must have in understanding and applying Pancasila values in everyday life. This Pancasila Student Profile was developed in order to implement Pancasila values in character and nationality-based education. In the current era of technological advances in globalization, the role of values and character education is very much needed to provide a balance between technological development and human development (Faiz & Kurniawaty, 2022)

Strengthening the Pancasila student profile focuses on character education so that students are able to understand Pancasila values in social life. Strengthening the Pancasila student profile is carried out in a program, namely the project to strengthen the Pancasila student profile which has the main aim of forming Indonesian students who have independent, creative,

critical reasoning, mutual cooperation and global diversity as well as students who are devoted to God Almighty.

Strengthening the Pancasila student profile is instilled in individuals through learning that supports students, where students are required to explore all their potential and talents in learning projects. Apart from this, strengthening the Pancasila student profile is carried out through school culture, intracurricular and extracurricular learning, profile strengthening projects. Pancasila students also work culture (Rahayuningsih, 2022).

School culture is the school climate, policies, interaction and communication patterns and norms that apply at school. Intracurricular activities include lesson content or learning experiences. What is meant by project is contextual project-based learning and interaction with the surrounding environment. Extracurricular activities are activities to develop students' interests and talents (Rahayuningsih, 2022).

Starting from the background description above, the author is interested in conducting more in-depth research on "Implementation of the Pancasila Student Prop Strengthening Project in shaping the character of students at SMA Ciledug Al-Musaddadiyah Garut". The purpose of this article is to describe conceptually and how the project to strengthen the Pancasila student profile is implemented in high school as an inseparable part of the implementation of the independent curriculum.

METHODOLOGY

The method used in this research is a qualitative method. Qualitative research methods are an approach to research that produces data that is descriptive and cannot be measured numerically. This method is carried out by collecting data through observations, interviews and observations, then the data is analyzed to look for patterns, themes and meaning from the data that has been collected.

A descriptive approach is a method in research that is used to describe or provide a detailed description of a phenomenon or event. This approach collects data systematically and then describes it in accurate and structured detail. The descriptive approach is generally used in exploratory research, which aims to understand and describe a phenomenon or event better. Descriptive method is a research method that attempts to describe and interpret objects as they are. Meanwhile, the data collection method used is documentation, namely examining documents in the form of books, literature and scientific journals related to the topics written in this journal. In this research, the researcher tries to understand how the implementation of the project to strengthen the profile of Pancasila students in the Ciledug Al-Musaddadiyah Garut High School environment in forming the character of students so that creativity and innovation arise in students. The data taken in this research comes from various sources and research results related to the cases investigated.

This research takes sources from informants who were selected using a purpose sampling technique, namely research objects who clearly understand and master the Pancasila propil strengthening project consisting of school principals, vice principals for student affairs and a facilitation team formed by the school. Data collection was carried out using interview techniques. . To validate the data, this is done in several ways as follows: (a) extending the research time for data collection so that it is valid. (b) discussing with colleagues and the team, (c) applying triangulation and (d) carrying out observations continuously and seriously.

RESULTS AND DISCUSSION

In general, Ciledug Al-Musaddadiyah Garut High School is a school that has good competency standards which can be seen from various aspects, for example the physical part: the building was built on its own land, the building facilities are sufficient to accommodate all students, a decent office, a fairly representative library space. both for teachers and students and with a very large collection of book titles, adequate sports facilities, as well as school development programs in improving the quality of education and very good extra-curricular programs, etc.

In the 2022/2023 academic year, SMA Ciledug Al-Musaddadiyah Garut uses two types of curriculum, namely the independent curriculum (Mandiri Berubah) for class 10 and the 2013 curriculum for classes 11 and 12. The Project for Strengthening the Pancasila Student Profile is an inseparable part of the independent curriculum with The aim is to develop character in students so that the Pancasila student profile is realized, namely students who believe in and are devoted to God Almighty, creative, innovative and critical thinking so that students become heirs of an accomplished and productive nation. The vision of Indonesian education is to realize a sovereign Indonesia, independent, and progress by producing students who have Pancasila.

Character building

Character is a collection of traits, values, and attitudes that form a person's personality. Character includes various aspects such as morals, ethics, personality and behavior that reflect how a person acts and interacts with the surrounding environment. Character can also be interpreted as the total inner baggage that covers all aspects of a person's life, both internal and external, which is reflected in the behavior, actions and attitudes of that individual. Good character is defined as a personality that contains positive values, such as honesty, responsibility, discipline, respect for other people, and so on. Meanwhile, bad character is defined as a personality that contains negative values, such as being dishonest, irresponsible, selfish, and so on.

In the educational context, character also refers to the process of forming students' values and attitudes through an integrated and planned educational process. In this case, student character can be formed through learning moral and ethical values that are integrated in the educational curriculum, as well as through character development in the school and family environment. Character education in schools is also closely related to school management. The management in question is how character education is planned, implemented and controlled in educational activities at school adequately. This management includes, among other things, the values that need to be instilled, curriculum content, learning, assessment, educators and educational staff, and other related components (Wibowo, 2013).

Character education is education that aims to form good personality and character in individuals, which includes values such as honesty, discipline, hard work, responsibility, tolerance, cooperation, caring, and so on. Character education aims to form a young generation with character and high integrity, so that they can play an active role in building a better society.

Character education is not only related to issues of right and wrong, but how to instill habits about good things in life, so that children or students have high awareness and understanding, as well as concern and commitment to apply virtue in everyday life. -day. With

this character education, it is hoped that it can change students' bad/bad behavior into good and noble behavior

Character education can be done in various ways, such as through formal education at school, non-formal education outside school, and informal education through the surrounding environment. Schools can be an ideal place to develop character education, by implementing various programs and activities that support student character development.

In character education, the role of parents is also very important in helping shape their children's character. Parents can set an example and facilitate children's character development through daily activities at home. Character education is also closely related to moral education, because good character basically includes important moral values. Therefore, moral education and character education should complement each other and be implemented in an integrated manner to produce a generation with good character and morals.

In the Merdeka Curriculum, character education is integrated into various subjects, so that students can learn character in different contexts. For example, in history subjects, students can learn about the values of nationalism and patriotism, while in arts subjects, students can learn about creativity and innovation. Apart from that, the Independent Curriculum also provides wider space for the development of extracurricular activities that support character education. Schools can offer various activities such as scouts, sports activities, social activities, and so on, which can help students develop positive character.

Character education can also be realized through a learning approach that emphasizes the development of social skills, such as the ability to communicate, work together and solve problems. This kind of learning can help students learn how to interact with others positively and effectively, which is an important part of character development. In the Independent Curriculum, the role of the teacher is also very important in character education. Teachers can act as good role models for students, and help students develop positive character through teaching, coaching and guidance. In the independent curriculum, the character formation of participants is realized to form Indonesian students who have characters like the Pancasila student population.

Project for Strengthening the Pancasila Student Profile

The Pancasila Student Profile Strengthening Project is an effort to strengthen student character in terms of nationality, morals and ethics. Implementation of the Pancasila Student Profile Strengthening Project can be carried out in each subject at school in the following ways:

1. Integrate Pancasila values in learning materials. Teachers can integrate Pancasila values in learning materials in each subject by presenting various examples and cases related to Pancasila values. This can help students understand the meaning of Pancasila values and be able to apply them in everyday life.
2. Use appropriate learning methods. Teachers can use various appropriate learning methods in each subject, such as discussions, simulations, role plays, and so on. The right learning method will make it easier for students to understand the learning material and the Pancasila values contained in it.
3. Implement an active learning approach. Teachers can apply an active learning approach to each subject, so that students can be actively involved in learning and understand the

material better. An active learning approach can be carried out by providing assignments that involve students in experience-based activities.

4. Provide relevant assignments. Teachers can give assignments that are relevant to learning Pancasila values in each subject, such as the task of making posters about Pancasila values in arts and culture subjects, making papers about the history of Pancasila in history subjects, and so on. These assignments can help students to better understand and apply Pancasila values in everyday life.
5. Apply experience-based learning. Teachers can apply experience-based learning in each subject by inviting students to carry out activities related to Pancasila values. For example, visiting activities to historical places related to Pancasila values in history subjects, holding discussions on various issues related to Pancasila in Civics subjects, and so on.

In the 2022/2023 academic year, the Ministry of Education and Culture and Research and Technology is developing seven project themes to strengthen the Pancasila student profile which will be implemented in schools. Namely

1. Build your body and soul
2. Bhinneka Tunggal Ika
3. Engineering and technology to build the Republic of Indonesia
4. Sustainable lifestyle
5. Local Wisdom
6. Entrepreneurship
7. Voice of Democracy

In implementation in the field, educational units/schools can develop themes into topics that are adapted to regional culture and conditions so that they are more specific, educational units are free to determine the theme for each class, generation or phase. Of these seven themes, the secondary school level education unit is required to choose three themes every year for schools that choose to use the independent curriculum. However, before implementing the project to strengthen the profile of Pancasila students, each education unit must identify readiness to carry out the project. This identification is to map which stage the school is at so that the implementation of strengthening the Pancasila student profile project is in accordance with school conditions. These stages are divided into three, namely the initial stage, developing stage and advanced stage as in the table

Identification Stage	Information
Early stage	<ul style="list-style-type: none">○ There is no system in schools for preparing and implementing project-based learning.○ New educators know the concept of project-based learning.○ The school carries out projects independently/internally without involving outside parties
Develop	<ul style="list-style-type: none">○ Project-based learning is owned and run by the school○ Students already understand the concept of project-based learning○ Involvement of external parties is involved in assisting with project activities at the school.
Advanced	<ul style="list-style-type: none">○ There is a habit of project-based learning at school

- All educators already understand the concept of project-based learning
- Between schools in collaboration with partners outside the school so that the impact of the resulting projects can be expanded and replicated in a sustainable manner

Character Education in the Project for Strengthening the Pancasila Student Profile

The Project for Strengthening the Pancasila Student Profile is a program or activity that aims to strengthen the understanding and practice of Pancasila values among students and shape the character of students so that Indonesian students have the character of the Pancasila student profile. The formation of students' character through the Strengthening the Pancasila Student Profile Project has a positive impact on the development of students' character. Some of the impacts resulting from this project are:

1. Strengthen students' understanding and practice of Pancasila values, so that they can become a generation with high integrity and good morals.
2. Increase students' awareness of the surrounding environment and encourage them to participate in environmental conservation efforts.
3. Increase the sense of nationalism and love for the homeland in students, so that they can become good citizens and have a sense of responsibility towards the nation and state.
4. Improve students' ability to think critically and analytically in understanding and applying Pancasila values in everyday life.
5. Encourage students to strengthen social relationships and build tolerance among each other, so that a harmonious and mutually respectful society can be created.

The benefits obtained from the project to strengthen the Pancasila student profile for developing student character are:

1. Improving the quality of education in schools, because students become more educated and qualified in understanding and practicing the values of Pancasila.
2. Increase students' self-confidence and sense of pride, because they can better understand the cultural heritage and Pancasila values that exist in Indonesia.
3. Improve students' ability to interact with other people and build harmonious social relationships, so that they can become more confident individuals and have strong social skills.
4. Increase students' awareness of the importance of protecting the environment and preserving nature, so that they can become a generation that cares about the environment and plays an active role in preserving nature.
5. Encourage the formation of a society with high character and integrity, so that a better and more prosperous society can be created.

Findings

In the activities of the Project for Strengthening the Pancasila Student Profile and the Deputy Head of Student Affairs, information was obtained regarding the Implementation of the Project for Strengthening the Pancasila Student Profile at Ciledug Al-Musaddadiyah High School as follows: From the research we conducted regarding the project for strengthening the

Pancasila Propile at Ciledug Al-Musaddadiyah High School, Garut, then the things we found were as follows:

1. The Project for Strengthening the Pancasila Student Profile is carried out by a team consisting of the person in charge of the program, the person in charge of the material and the facilitator, starting with a workshop and preparing the project to be implemented.
2. The Project for Strengthening the Pancasila Student Profile for the 2022/2023 Academic Year is more focused on implementation for class 10
3. The curriculum used at SMA Ciledug Al-Musadaddadiyah Garut in the 2022/2023 Academic Year is:
 - a. For class 10, the independent curriculum is used. Whereas
 - b. For grades 11 and 12, the 2013 curriculum is still used.
4. The project to strengthen the Pancasila student profile at SMA Ciledug Al-Musadaddadiyah Garut is included in intra-curricular hours so that teachers and students gain the same understanding.
5. Adjusting the project theme is carried out in deliberation between the school principal and the team and the person responsible for the activities, which is sourced from the Independent Curriculum Handbook (Kemendikbud, Research and Technology). In one school for secondary level a minimum of 3 projects are carried out in one school year. The theme of the Project for Strengthening the Pancasila Student Profile which is being implemented at SMA Ciledug Al-Musadaddadiyah Garut for the 2022/2023 Academic Year consists of 3 themes, namely:
 - a. Local Craftsmanship
 - b. Bhinneka Tunggal Ika, and
 - c. Voice of Democracy

The voice of democracy and local wisdom is held in the odd semester, while the theme of Bhinneka Tunggal Ika is held in the even semester. The project activities for strengthening the Pancasila student profile are divided into two parts, namely large projects and small projects. For small projects, they are carried out by each subject teacher which is integrated with learning activities or carried out collaboratively between related subjects, while for large projects they are carried out jointly between the principal, the person in charge of the project and the teachers.

CONCLUSION

Overall, building the character of students through the project to strengthen the Pancasila student profile has great benefits for developing the character of students and society. Therefore, this program is very important to be implemented in every school to create a young generation with integrity and good morals. However, it is important to remember that these projects must be carried out consistently and well integrated into the educational curriculum to achieve optimal results. In this context, Pancasila as the basis of the Indonesian state has noble values that can shape student character. In this project, students will be given a deeper understanding of the values of Pancasila, such as social justice, unity, mutual cooperation, democracy, and so on. Through this understanding, students will understand the importance of being honest, fair, respecting differences, working together, and being responsible, all of which are positive characters needed in everyday life.

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