QUALITY MANAGEMENT STRENGTHENING THE PANCASILA STUDENT PROFILE IN IMPROVING THE CHARACTER OF ELEMENTARY SCHOOL STUDENTS CASE STUDY OF CIPANAS

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ABSTRACT

This research uses a qualitative descriptive approach to collect relevant data, data collection techniques are obtained from observation, interviews and documentation. Technical data analysis uses Miles and Huberman, namely data analysis through reduction, data display and verification processes. The aim of this research is to find out the habituation strategies used by teachers in forming students' character in accordance with the characteristics of the Pancasila Student Profile and students are expected to understand the Pancasila student profile project as strengthening character education for students. The subjects of this research are teachers and students at Cipanas State Elementary School. . The variables of this research include: the role of the teacher, habituation of strategies carried out by the teacher and curriculum leadership. The results of data analysis by checking data from two different sources and analyzing the suitability of practice in the field concluded that the implementation of the independent curriculum in strengthening the Pancasila Student Profile was going well. The strategy carried out is able to develop the character of students who are religious and have noble morals in accordance with the main characteristics of the Pancasila Student Profile whose learning activities are project-based as part of developing their profile.

Keywords: *management, Pancasila student profile, student character.*

INTRODUCTION

Education is one of the main pillars in the development of a nation. An effective education system focuses not only on the transfer of knowledge, but also on the development of students' character and skills that can face future challenges. In Indonesia, the national education system is regulated by Law Number 20 of 2003 concerning the National Education System (Sisdiknas), which is the basis for curriculum development at all levels of education.

The Independent Curriculum is one of the latest efforts taken by the Indonesian government to reform education. This curriculum aims to provide more freedom and flexibility to schools and teachers in developing the teaching and learning process. The Independent Curriculum focuses on the development of students' character, competence, and literacy, and emphasizes the importance of learning that is relevant to real life.

Indonesian students are expected to be able to become democratic citizens and superior and productive human beings in the 21st century. Thus, Indonesian students are expected to be able to contribute to sustainable and resilient global development in facing various challenges. The Pancasila student profile stated in the independent curriculum is very useful for developing the character and abilities of students in carrying out learning activities. Philosophically, character education is needed and must be given to students in order to achieve the goals of national education.

The formation of character values in students can be formed from family, environment and school education. The family environment is one of the first places for children to gain knowledge and understanding to form their character in themselves where parents are the first school for them. The residential environment, students will encounter many kinds of human nature. The environment is also very influential in forming their character because children will often interact with people around them. Furthermore, education in schools, character formation in schools is truly integrated into every existing subject. All educators are required to pay attention to and educate students to have better character in accordance with Presidential Regulation No. 27 of 2017 concerning Strengthening Character Education, and Regulation of the Minister of Education and Culture No. 20 of 2018 concerning Strengthening Character Education in formal education units. In addition, educators must also show and have good character and morals to their students. Because if at school the behavior of educators will be a role model for all students. Because character education in schools helps students have moral values, ethics and morals that later students are able to complete and make good and bad decisions in their lives

Quality character can be formed and fostered from an early age, early age is a critical period for the formation of student character. Education is a strategic means in character formation because it aims to produce intelligent and characterful people. In addition, character education also builds and equips students as the golden generation

of Indonesia with the spirit of Pancasila and good character education to face the dynamics of change in the future.

The school environment plays an active role in the formation of the character of its students through character education obtained from all subjects and guidance from educators. Character is also said to be morals that are formed in a person and then shown through good behavior or bad behavior. The moral crisis that has been rampant lately has an impact on the decline in the quality of morals and ethics, especially among students. Other problems also arise at school, such as bullying by doing actions that harm others by extorting their friends, isolating friends, making fun of, taunting and insulting friends, not infrequently some of them even make threats which are usually done when they are not given a cheat sheet, not infrequently there are also students who dare to physically injure their friends by hitting them. This is emphasized by Sarwirini's opinion which states that student delinquency includes liking to fight, liking to hang out, skipping school, leaving home without saying goodbye.

METHODOLOGY

This research is written using a descriptive qualitative method. According to Pujileksono (2016), a qualitative approach is an approach that includes research proposals, processes, hypotheses, conducting field activities to collect relevant data, analyzing collected data, and drawing conclusions based on the collected data. The approach used is a case study. The approach is used to describe the profile of Pancasila students in schools with the aim of analyzing efforts to realize the profile of Pancasila students within the framework of implementing quality management in schools. Data collection techniques in this study use interview, observation and documentation techniques. The data analysis technique used is by using data analysis according to Miles and Huberman, namely data analysis through the process of reduction, data display, and verification (Sugiyono, 2015: 401). Efforts made by working through data, organizing data, sorting it into manageable units, synthesizing it, searching for and finding patterns and finding what is important and also what is learned to decide what will be told to others.

RESULT AND DISCUSSION

This research was conducted at Cipanas State Elementary School located on Jalan Raya Pramuka, Cikondang Village, Citamiang District, Sukabumi City. The following are the results of the research that has been conducted, including:
1. Planning for the Pancasila Student Profile Strengthening Project

The formation of a project facilitation team from class teachers was formed through discussions and coordination meetings. The results obtained were a learning committee tasked with assisting class teachers. The determination of class teachers themselves was taken from classes that would implement the Pancasila Student Profile Strengthening Project, namely classes 1 and 4. The formation of the team itself aims

to ensure that the implementation will be structured and organized. This is in line with Nasbi's opinion which concludes that planning is a management guideline that is carried out to prepare all management needs from media, costs, manpower, facilities, to the resource systems needed (Nasbi, 2017). This structured management will produce optimal performance. Before mapping the student groups, the facilitation team first determines the theme, dimensions, elements, sub-elements, and time allocation for the Pancasila Student Profile Strengthening Project at SDN Cipanas, Sukabumi City. Determination of this theme is carried out through team discussions by looking at the needs of the school. Like in this 2nd semester, the school took the theme of Sustainable Lifestyle which saw that students need to know the needs and problems that exist around them. For the initial implementation and adaptation of this P5 project, class teachers and learning committees are still learning and deepening their knowledge to be applied. To support teacher professionalism, KKG (Teacher Working Group) and Teacher Training activities are routinely held to provide deeper skills so that they can be implemented in learning, so that teachers can improve their performance and will continue to make improvements. The initial mapping of the needs of students at SDN Cipanas, Sukabumi City used a diagnostic assessment by observing the character and behavior of students. This is like what happened in Scientific research that class teachers use diagnostic assessments specifically to identify and find out the characteristics of students (Scientific & Marzuki, 2023). The results obtained by the class teacher in the assessment were then grouped into heterogeneous study groups. Grouping with the method of providing students with an understanding of how to work together and work together with peer themes. This grouping can be seen from the learning style, character of students, and so on. A management project can run with the support of various external parties for the implementation of the Pancasila Student Profile Strengthening Project. SDN Cipanas strives to establish good communication with parents of students, the surrounding community who are experts in their fields, and the Village. The researcher's findings are that the habituation of character formation of students can be carried out through habituation that does not only come from teachers but the role of parents and the community environment can be good support (Lubaba & Alfiansyah, 2022). The support provided by external parties is not only an example of habituation but also knowledge that can be applied in everyday life.

2. Implementation of the Pancasila Student Profile Strengthening Project

The implementation of the Pancasila Student Profile Strengthening Project consists of several activities carried out by students. The Pancasila Student Profile Strengthening Project itself also greatly involves the activeness of students to explore and provide creative ideas. The implementation of this project-based learning is still new so it needs to be re-adapted, but the positive response given by students helps the implementation of the project. Like in the 4th grade group that produced the P5

product about Climate Savior which received a good response and student activity. The title invites students to think critically in dealing with climate problems. This is in line with the opinion of Jamaludin, Sofia, Sunarto, Hasdin that producing this work is driven by an interest in something, so that it considers its impact on the surrounding environment (Jamaludin, et al., 2022). The level of student concern for the environment produces useful results related to creative ideas. In line with the opinion of Sulastri, et al. (2022) that the Pancasila Student Profile Strengthening Project is a learning that can be applied by students so that they can observe, understand and think of solutions to problems that exist in the midst of the environment. Similarly, Fettahlıoglu et al. (2018) stated that critical thinking is an important skill for students, so that by using interactive learning, students will find it easy to analyze comparisons and involvement in critical and creative thinking as part of learning.

The division of student groups is grouped randomly based on needs. So that all students can participate and express creative ideas in solving problems. Creative students also have the flexibility to think in finding alternative solutions to the problems they face. As in the research of Mery, et al. (2022), that creative students will be able to experiment with various choices creatively when faced with changing situations and conditions. This can be seen in the enthusiasm of students at SDN Cipanas that students are very active and curious about new things. Students show their involvement by daring to ask questions about things that are not yet known and trying to solve the problem. So that passive students can be more active in groups. This is confirmed by the opinion of Hidayah, Y., et al. (2021), that the activeness of students in strengthening the Pancasila student profile is one of the requirements to accommodate students' passive attitudes in learning. Even so, the implementation of the Pancasila Student Profile Strengthening Project for grades 1 and 4 still needs assistance. The class teacher as a companion can provide a good example to students. Similar to the opinion of Kristina Intani Bhughe that the role of teachers is not only to provide examples of good behavior but also as companions for students (Bhughe, 2022). From the assistance provided to these students, class teachers can see the involvement and performance of students actively. Not only providing assistance but class teachers are also a source of knowledge for students. So that students need to develop creative and innovative ideas. As explained by Kurniawaty, I., Faiz, a., & Purwati (2022), this driving teacher program is needed to form competent teachers and can develop pedagogical abilities, especially in P5 to create teachers who have innovative and creative indicators. 3. Evaluation of the Pancasila Student Profile Strengthening Project

Evaluation of the project carried out by class teachers in the implementation of P5 to see the development of students through various assessment approaches. The evaluation carried out by this teacher is a material for improvement for follow-up. This is in line with Ratnawulan and Rusdiana's opinion that evaluation aims to determine the effectiveness and efficiency of learning related to objectives, materials, methods, media, learning resources, environment, teachers and students and the assessment

system itself (Ratnawulan, E. & Rusdiana, H., 2015). The evaluation carried out by the class teacher uses summative and formative assessments to see the learning outcomes of students during one semester. An assessment is taken through several aspects of development in students. This is in line with the research of Widyastuti, A. (2022), that the indicators in the assessment can be adjusted to the integration, the goal of achieving the Pancasila Student character in students, and seeing the condition of students as the main subject of the Pancasila Student Profile Strengthening Project. In the assessment subjects used from several dimensions, not only do they produce numerical values but also the character and moral values of students that are applied in everyday life. In line with Marten's opinion in Fahmy, R., et al., (2015), there are 3 stages that need to be carried out in character education, namely identifying values, learning, and providing opportunities to apply the values of these dimensions. SDN Pagesangan Surabaya has a P5 report card made by the school as an evaluation material for the development of student character. The P5 report card that was made was based on values because most of the P5 dimensions that were assessed were Not Yet Developing (BB), Starting to Develop (MB), Developing According to Expectations (BSH), Very Developing (SB). Similar to the research conducted by Anjar Srirahmawati, A. & Hunaifi, A.A. (2022), that the implementation of the Pancasila Student Profile Strengthening Project with each element of the Pancasila profile that was achieved was a positive result. In this evaluation process, meetings are always held to follow up on the implementation and become material for further evaluation. The evaluation process runs with the role of the Principal supervising and seeing the extent of the success of the project being implemented. The Learning Committee plays a role in designing and collaborating with class teachers to implement and evaluate student needs to improve project performance. The class teacher himself plays a role in evaluating students during field activities and providing follow-up assistance to students.

CONCLUSION

This Pancasila student profile strengthening project has been implemented at Cipanas State Elementary School since the independence curriculum was officially implemented by the central government, namely in the 2023/2024 academic year because this school is included in the driving schools that are required to implement P5. P5 planning includes joint meeting activities, workshops, In House Training, module preparation, formulating projects to be implemented according to the themes and dimensions that will be instilled in students, and dividing the six P5 themes that will be implemented over a period of three years. Organizing P5 includes the formation of a facilitator team by the principal and the curriculum vice principal and learning committee. The implementation of P5 is supported by the principal's encouragement of the human resources they have, teachers have the freedom to determine the day and time for P5 to be implemented with the same amount of time allocation, there are

three themes that have been implemented, P5 is not only implemented in schools but also outside schools involving partners, and at the end of each project students compile a portfolio or final report. P5 supervision is carried out by the school principal, person in charge of P5, curriculum deputy, school supervisor, school committee team, and teachers at certain times directly and indirectly, which is then continued with evaluation activities at the end of each theme implementation.

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