



# The Implementation of Project for Strengthening the Profile of Pancasila Students in the Independent Curriculum for Elementary School Students

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## ABSTRACT

### Keywords:

Project for strengthening Pancasila student profile; Independent curriculum; Elementary school student.

The Ministry of Education and Culture has introduced the P5 (Strengthening the Pancasila Student Profile) Project as part of the independent curriculum, aimed at developing students' character and behavior in alignment with Pancasila principles. This study aims to describe the implementation of project for strengthening the profile of Pancasila students in the independent curriculum for elementary school students. The research method used is descriptive qualitative research method. The research involved teachers and fourth-grade students as informants. The findings revealed that the P5 project encompassed various programs, including: (1) religious dimension, through congregational Duha prayers, tadarus (Quran recitation), memorizing short surahs, and Friday rituals; (2) independent dimension, through classroom activities, communal handwashing, and toothbrushing; (3) gotong royong dimension, through collaborative activities on Saturdays and cooperation among parents, students, and teachers during exhibitions; (4) global diversity dimension, through Monday ceremonies, holiday commemorations, and activities introducing Bengkulu's traditional food involving parents and teachers; (5) critical reasoning dimension, through ongoing learning processes and waste management activities; and 6) creative dimension, realized through the "Dari Sampah Menjadi Berkah" (From Trash to Blessing) initiative.



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## A. INTRODUCTION

Education plays a crucial role in Indonesia, as it aims to enhance the potential and competence of individuals while building a dignified and noble national character. This issue has gained international attention, particularly regarding the implementation of character education (Christen, 2018). In Indonesia, education is not only focused on learning competence but also on the formation of student character, as social changes have influenced human character (Susilawati et al., 2021).. The success of education is not solely dependent on technical skills (hard skills) but also on character skills (soft skills), highlighting the importance of improving the quality of character education for students. According to Suwartini (2018), the quality of character

education is crucial for students, as it goes beyond academic insights and technical competence. Mustoip et al. (2023) suggest that children can learn communication and social skills that contribute to the development of good character. The character and academic success of students in school are influenced by effective management (Benoliel, 2020). Emphasizes the role of school management in enhancing the quality of students, while Arar & Nasra (2020) highlight the positive impact of good school management on student outcomes.

The policy of the Ministry of Education and Culture contained in the Minister of Education and Culture Regulation Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education for 2020-2024 relating to Pancasila Students. Kurniawaty et al. (2022) stated that the main goal of education in Indonesia is to form a profile of Pancasila students. According to Rahayuningsih (2022) Pancasila students are the embodiment of Indonesian students as lifelong students who have global competence and behave in accordance with Pancasila values, with six main characteristics: faith, fear of God Almighty, and noble, independent, cooperative, global diversity, critical reasoning, and creative”.

The Ministry of Education and Culture's policy regarding the determination of the Pancasila Student Profile is one of the efforts of the Ministry of Education and Culture in implementing President Joko Widodo's *nawacita* namely strengthening Character Education (PPK) (Susilawati et al., 2021). PPK is an educational policy that has the main objective of implementing President Joko Widodo's *Nawacita* and Vice President Jusuf Kalla in the national education system. This PPK policy has been integrated into the National Movement for Mental Revolution, namely changing mindsets, acting and behaving in a better direction. The strategy for developing a Pancasila student profile is carried out through integration in formal education activities through intracurricular, co-curricular and extracurricular activities which are packaged in project activities to strengthen Pancasila student profiles. Character education in Indonesia incorporates various educational strategies to promote the development of character values. These strategies are implemented both in the classroom and at the school level (Irwandi et al., 2022). Through the implementation of the Pancasila student profile policy, it is hoped that it will be able to build the character of the Indonesian nation which is superior and able to compete globally. Ismail et al. (2021) in his research explained that the purpose of strengthening character education in realizing Pancasila Students is basically to encourage the birth of good human beings.

PPK emerged due to an understanding of the challenges in the future which are increasingly complicated and uncertain, but at the same time the people see the hope for the nation's future. This is what urges educational institutions to equip students scientifically and personally in the form of individuals who are moral, have strong spiritualism and knowledge, including through the Pancasila Student Profile. Kahfi (2022) states that the Pancasila Student Profile has the main objective of maintaining the nation's noble values and morals, readiness to become a world citizen, realizing social justice, and achieving 21st Century competence. Integrating theory and practice can significantly contribute to the development of student teachers' 21st-century competencies (Bani-Amer, 2022).

The Pancasila Student Profile is an attempt to shape student character in order to strengthen student academic competence. According to Suwartini (2018), character education is an action that must be carried out to foster character values for students including insight, self-understanding, determination, and spirit components as well as steps to implement values, both towards God Almighty, yourself, people others, the environment, and society, so that human beings will become Kamil. Of course, to achieve these goals, there must also be cooperation from students throughout Indonesia. Indonesian students must have high motivation to move forward

and develop into international quality students with the character of local cultural values (Hidayati et al., 2020). In accordance with the statement above, as a teacher training student, you must know how to implement a project to strengthen the Pancasila student profile and the form of implementing a project to strengthen the Pancasila student profile.

This research is relevant to other research that is useful for obtaining information that will be used as a reference in compiling this research. Besides that, to avoid similarities in this study, the researcher includes the results of previous studies. Pangestuti (2022) research entitled "Implementation of the Project to Strengthen Pancasila Student Profiles to Improve Teacher Competence through In-House Training". The results showed that through the implementation of a project to strengthen Pancasila student profiles, elementary school teacher competence could be increased. The results of research conducted by Maruti et al. (2023) concluded that there was an increase in teacher competency to create P5 programs and reports. Other relevant research is research from Wahidah et al. (2023) factors supporting the implementation of the Pancasila Student Profile are the cooperation of all school members while the inhibiting factors are the different characteristics of students, P5 is a new curriculum, lack of facilitators or accompanying teachers P5.

Based on some of the considerations from the research above, the researcher feels the need to research the implementation of the project to strengthen the Pancasila student profile. What distinguishes it from previous studies is the purpose of this study to describe the implementation of the project to strengthen the profile of Pancasila students and with a location that is different from previous research.

## **B. METHODS**

The research method used is descriptive qualitative research method. Qualitative method is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior (Sugiyono, 2017: 9). This study describes the implementation of a project for strengthening the profile of Pancasila students (P5) at elementary school. This research was conducted on Thursday 11 May 2023 at elementary school. This study involved three teachers and nine fourth-grade students, with three students from each class representing the subjects at an elementary school. The selection of subjects was based on the students' intellectual levels, categorized as low, medium, and high. The object of the research was the implementation of P5 at the elementary school. The instruments used in this study were observation guidelines, interview guidelines and documentation studies. Data collection techniques used are observation, interviews, and documentation. Data analysis techniques by means of data collection, data reduction, data display, and conclusion. Tests for the validity of the data in this study include tests of credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity).

## **C. RESULT AND DISCUSSION**

According to (Kemdikbud, 2021; Rachmawati et al., 2022) there are 6 profiles of Pancasila students which are core competencies in programs at schools to realize a Pancasila student profile. Among them; 1) having faith, fearing God Almighty and having noble character; 2) independent; 3) gotong royong; 4) global diversity; 5) critical reasoning; and 6) creative. The following are the results and discussion of the description of implementation the Project for Strengthening Pancasila Student Profiles at Elementary School.

### **1. Having faith, fearing God Almighty and having noble character**

The dimensions of faith, piety to God almighty and noble character are implemented through the implementation of the Duha Prayer which is held regularly at school on Friday every week. Then read the prayer exactly five minutes before starting the lesson. Pray before studying is done to ask for blessings from Allah SWT. During the learning activities carried out. At elementary school, prayer activities are usually carried out five minutes before starting learning, praying is carried out independently with full responsibility and solemnity carried out by students. In addition, tadarus and memorizing short surahs are also carried out. By carrying out the above activities, students will be trained and familiarized themselves with implementing the dimension of faith, piety to God Almighty and having noble character.

The results described above are in accordance with research from Mulyatno (2022) which states that Pray Before Starting Activities. This activity aims to get students used to praying before carrying out activities. Apart from that, with this activity it is hoped that learning will be carried out smoothly, Reading Asma'ul Husna. This activity is carried out in the morning which is read together with scheduled officers to lead the reading of Asma'ul Husna. This activity aims to make students think about and remember the names of the name of Allah, Al-Qur'an Reading Activities (TPQ) This activity is carried out alternately from grade one to grade six according to a predetermined schedule. This activity aims to make students love and get used to reading the Qur'an. As well as performing prayers in congregation Duha and obligatory.

One of the dimensions of strengthening the profile of Pancasila students is having faith, piety to God Almighty, and having a noble character in accordance with the indicators of Muhammadiyah/Keaisyiyahan, namely reciting prayers, letters and short hadiths, behaving according to religious teachings, doing worship (ablution/prayer, etc.). From the description above, the results obtained in this study are relevant to the support of two other studies which also state that praying before learning, praying in congregation, tadarus, memorizing short surahs is a form of implementing the Pancasila learning profile on the faith dimension pious to God Almighty and noble.

### **2. Independent**

The independent dimension is implemented through carrying out joint tooth brushing activities for students which are carried out at schools which are carried out regularly. In carrying out tooth brushing activities together, students are asked to bring toothbrush equipment such as toothbrushes and glasses individually, then students will be guided by their respective homeroom teachers when carrying out tooth brushing activities together. Apart from brushing teeth together, the school also assigns students to picket classes according to a predetermined schedule. By carrying out class picket activities, students will be trained to learn to clean the classroom independently. In addition, this independent dimension is also manifested in the ongoing learning process, where students are trained to understand learning independently and of course under teacher guidance such as group learning and homework. By carrying out these learning activities, it is an effort to train independence in these students. The results that have been described are in line with previous research, namely (Mery et al., 2022). Within the independence component, the values that need to be developed are self-esteem, discipline, work ethic, sense of responsibility, courage and passion, openness and self-control. Based on this statement, tooth brushing together and class picket activities are one of the efforts to develop a sense of discipline from an early age.

The above statement is also reinforced by the results of other studies, namely (Tustiawati & Putri, 2022). Through Task-based learning, students have the widest possible opportunity to

develop learner autonomy. Students are indirectly guided to be able to learn and understand the material to be studied independently. Gürbüztürk (2018) states that equipping students with knowledge and skills in the learning process is possible with habits that students can learn independently. One of the factors to create student independence in learning is teaching materials and equipment. Today's materials compatible with digital technology have replaced the simple structured materials used in the past.

### **3. Gotong Royong**

The gotong royong dimension is implemented through the implementation of mutual cooperation activities to clean up the school environment. This mutual cooperation activity in cleaning the school environment is carried out routinely at regular intervals within a certain period of time. In carrying out the mutual cooperation activity to clean up the school environment, students will be guided by teachers who will work hand in hand to participate in cleaning up the school environment. In addition, the dimension of gotong royong is also implemented through the implementation of class chair elections and activities to visit friends who are sick. In the election of class leaders, the scope is per class. The students will work together to carry out deliberations for selecting class leaders which will of course be guided by the homeroom teacher from each class. This activity is also useful for introducing students to the form of implementing democratic life in the school environment within the classroom. Meanwhile, the activity of visiting friends who are sick is carried out so that students, in addition to building empathy for others, also accustom students to being the same weight, carrying it lightly and carrying it, which means being together in joy and sorrow.

The concept of gotong royong creates a spirit of brotherhood and unity to become a solid force. Gotong royong is the character of the Indonesian nation which must be given knowledge to elementary school students to help students interact with the environment (Farisi, 2014). According to Suryanti et al. (2021) that the learning process carried out by community members can bring up the value of gotong royong according to the goals being carried out. With the spirit of gotong royong, we can overcome common difficulties to move forward together in facing globalization.

Based on the explanation above, the dimensions of gotong royong which are carried out are in line with other research Jamaludin et al. (2022) that otong royong as a profile of Pancasila students, will direct students to become social beings who have the humility to help each other. The sub-elements contained in the gotong royong element are character values that focus on an act of helping each other and helping each other in goodness. This is also reinforced by other research (Ibad, 2022). Students have a spirit of gotong royong, which is an ability to implement a voluntary attitude in carrying out activities that are carried out together so that they can run smoothly, easily and lightly. The descriptions of these other studies strengthen the results obtained from this study, where the activity of cleaning the school environment is an effort to implement a project to strengthen the profile of Pancasila students in the gotong royong dimension.

### **4. Global Diversity**

The global diversity dimension is implemented through the implementation of exhibition activities carried out by students who exhibit handicrafts and introduce Bengkulu special foods. In this activity the teachers were assisted by the parents of students in arranging the event. By carrying out this activity students will learn about Bengkulu specialties. It is hoped that students

will be able to appreciate various types of typical foods that are not only from Bengkulu, but also from other regions which can later foster an attitude of diversity globally. In addition, routine activities are held to realize this dimension of global diversity, namely by holding ceremonies every Monday and commemorating holidays that have become the nation's noble culture. This ceremony is an effort to appreciate culture. According to Smagorinsky (2022), recognizing, respecting, and appreciating various cultures is an important aspect of education. It goes beyond mere tolerance and involves actively acknowledging and valuing diversity.

The description above is reinforced by other research which states that Lubaba & Alfiansyah (2022) Indonesian students maintain a noble culture, locality and identity, and remain open-minded in interacting with other cultures so as to foster mutual respect and form a positive new culture that does not collide with noble culture of the nation. The elements contained in the second characteristic include, Knowing and Appreciating culture, Intercultural Communication Skills in Interacting with Others, Reflection and Responsibility for the Experience of Diversity. From this statement, one of the efforts made by elementary school to realize P5 in the global diversity dimension is by holding an exhibition of Bengkulu special food introductions so that students can maintain the noble culture that has been inherent in their region.

The results obtained above are also an effort to recognize and appreciate culture, then the exhibition process will build communication patterns between students, teachers and parents and guardians. This is one of the keys to global diversity as stated in previous research that the elements and keys to global diversity include knowing and appreciating culture, intercultural communication skills in interacting with others, and reflection and responsibility for the experience of diversity.

## 5. Critical Reasoning

The critical reasoning dimension is implemented through the implementation of gotong royong activities, where in mutual cooperation activities students will clean up trash. The waste will be separated between organic and inorganic waste. Furthermore, it will be continued with learning "Sustainable Lifestyle". Where students will later be asked to recycle waste into goods that have aesthetic value and selling value, the distribution of the main materials for making crafts is carried out per student phase. Through this activity students are expected to be able to implement the dimensions of critical reasoning. In addition, this critical reasoning dimension is also implemented in the learning process, where in the learning process of course students will solve the problems they will face. Solving this problem is an effort so that the implementation of critical reasoning can be realized. The reasoning process is an important skill in the intellectual development of students in learning in the classroom (Alexander, 2017).

Juraidah & Hartoyo (2022) state that critical thinking requires students to connect their understanding and thoughts to the information or problems they face then direct students to make a decision based on the in-depth analysis they are doing. Other research that strengthens the results of this study Fadhilah (2022) states that increasing the dimensions of critical reasoning, with the process of sweeping and disposing of trash in its place, this shows students can make solutions to the problems they face. In this study this was implemented in mutual cooperation activities later students would clean up trash. The waste will be separated between organic and inorganic waste. Furthermore, it will be continued with learning "Sustainable Lifestyle". Where students will later be asked to recycle waste into goods that have aesthetic value and selling value, the distribution of the main materials for making crafts is carried out per student phase.

## 6. Creative

The creative dimension is implemented through the implementation of project activities in the form of exhibitions held to showcase students' handicrafts from recycled waste. The distribution of the main materials includes: (1) Phase A: Egg shells and old newspapers; (2) Phase B: Used plastic bottles; and (3) Phase C: rags and plastic. This activity is called "From Garbage to Blessing", this activity is as previously explained, which is continuous with the learning of "Sustainable Lifestyle". Recycled waste will be made into various handicrafts that have aesthetic value and sale value. It is expected that students can implement the creative dimension in this activity as much as possible. The developing creative character is one of the values contained in it regarding character education. By having a creative character, students are expected to be able to complete their learning tasks creatively. Furthermore, students can be motivated to cultivate collaborative thinking, to learn to ask questions and not only give answers but also think multi-perspectively (Akgül & Kahveci, 2016; Supianti et al., 2019).

Based on the explanation above, the results of other studies also state that strengthening the creative dimensions of Pancasila student profiles can be developed through project activities (Yana et al., 2022). This "Dari Sampah Menjadi Berkah" activity is the implementation of the creative dimension in the project to strengthen the profile of Pancasila students (P5) at elementary school 09 Bengkulu City. According to Sartono et al. (2022) implementation of fun and creative learning activities will generate student learning motivation so that students more easily understand the material presented by the teacher.

The results in the form of works displayed in this exhibition are a form of implementation in the creative dimension. This is in line with Fadhilah (2022) that in the creative dimension there are several elements, one of which is the element of producing original works and actions. Producing original works and actions can explore and express students' thoughts and feelings according to their interests and preferences. In the form of works or actions and appreciate the works and actions produced. To develop interests and talents and skills in students. The ability to think creatively or creativity will develop together. So the implementation of the creative dimension in this research is manifested through works resulting from waste management and the "Dari Sampah Menjadi Berkah" exhibition.

## D. CONCLUSION AND SUGGESTIONS

Based on the results and discussion of research conducted by researchers regarding the implementation of the project to strengthen the profile of Pancasila students at elementary school 09 Bengkulu City, it has been implemented in the school environment. The forms of P5 implementation are: (1) the dimensions of faith, piety to god almighty and noble character are implemented through the implementation of dhuha prayers which are carried out routinely at school on friday every week; (2) the independent dimension is implemented through the implementation hand washing activities, tooth brushing together for students which are carried out in schools which are carried out regularly and their implementation is also manifested in the ongoing learning process; (3) the mutual cooperation dimension is implemented through the implementation of mutual cooperation activities cleaning the school environment; (4) the global diversity dimension is implemented through the implementation of exhibition activities carried out by students who exhibit handicrafts and the introduction of Bengkulu special food; (5) the critical reasoning dimension is implemented through the implementation of mutual cooperation activities, where in mutual cooperation activities students will clean up trash. the waste will be separated between organic and inorganic waste. furthermore, it will be continuous with the

learning of "sustainable lifestyle" and also implemented in the ongoing learning process; and (6) the creative dimension is implemented through the implementation of exhibition activities held to showcase student handicrafts from recycled waste "Dari Sampah Menjadi Berkah".

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