

Implementation of the Pancasila Student Profile Strengthening Project in SMA Kategori Mandiri at Bandar Lampung City, Indonesia

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Abstract: Implementation of the Pancasila Student Profile Strengthening Project in Sekolah Menengah Kategori Mandiri at Bandar Lampung City, Indonesia. **Objective:** The research aims to analyze the implementation of the Pancasila Student Profile Strengthening Project, in the category of Independent School Sharing. **Methods:** This study used a qualitative approach with a case study method, intended to identify objective and in-depth conditions of course the focus of the study. **Findings:** The results of this study illustrate the implementation of the curriculum. There is a misconception about the implementation of the Pancasila Student Profile Strengthening Project in schools with a changing self-category, one of which is that self-category schools change, one of which is project activities fixated on existing teaching material activities, not adjusting school environmental conditions, project activities are still dominant this is not the process of internalizing Pancasila Student Profile values, but rather the process of internalizing Pancasila Student Profile values. **Conclusion:** Schools need to carry out evaluation and retraining related to the philosophy of implementing the Pancasila Student Profile Project.

Keywords: Pancasila student profile strengthening project, case study, high school.

Abstrak: Implementasi Proyek Penguatan Profil Pelajar Pancasila di Sekolah Menengah Kategori Mandiri di Bandar Lampung, Indonesia. **Tujuan:** Penelitian bertujuan menganalisis pelaksanaan Proyek Penguatan Profil Pelajar Pancasila, kategori Sekolah Mandiri Berbagi. **Metode:** Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus, yang dimaksudkan untuk mengetahui kondisi obyektif dan mendalam tentu fokus penelitian. **Temuan:** Hasil penelitian ini menggambarkan dalam implementasi kurikulum merdeka, terdapat miskonsepsi dalam implementasi Proyek Penguatan Profil Pelajar Pancasila di sekolah dengan kategori mandiri berubah, yang salah satunya sekolah kategori mandiri berubah, antara lain kegiatan proyek terpaku pada aktivitas bahan ajar yang ada, tidak menyesuaikan kondisi lingkungan sekolah, kegiatan proyek masih dominan dengan penguatan konsep/pengetahuan, dan berorientasi pada produk bukan proses penguatan internalisasi nilai-nilai Profil Pelajar Pancasila. **Kesimpulan:** sekolah perlu melakukan evaluasi dan pelatihan kembali terkait filosofi pelaksanaan Proyek Profil pelajar Pancasila.

Kata kunci: proyek penguatan profil siswa Pancasila, studi kasus, sekolah menengah.

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■ INTRODUCTION

The curriculum is as follows: Education design and construction play an important role in determining the quality of education (Matia, 2022). As a curriculum construction, it should be designed over a long and continuous period and addresses the challenges of the development of the times (Achruh, 2019; Elisa, 2018). The change in the curriculum in Indonesia is often a polemic that is considered a new product or policy that appears when the leader or minister is new. Even though the curriculum has to keep moving along with the demands of the times. The independent curriculum is one of the dynamics of changing curriculums that color education in Indonesia with the basis of Ki Hajar Dewantara's educational philosophy values (Sugiarta, 2019; Riyanti, 2022; Suwahyu, 2018). Freedom of thought and developing talent interests according to the needs of students become important points in the development of the independent curriculum (Ibda, 2020; Sanjaya, 2020; Nadiroh, 2020). Freedom in learning can be freedom, of course, must be able to accommodate learning activities (Marisa, 2021; Ekawati, 2019). Freedom in The nuance of independent education is expected to provide a significant improvement to the quality of education drawn from the profile of Indonesian students. Profile of the superior generation, which is not only in the academic field but also attitude and behavior skills according to identity as a nation (Hadinata, 2021; Bendu, 2022; Susilo, 2018).

The strengthening of character education in the free curriculum became a trigger in efforts to support the improvement of Indonesian human resources. The cultivation of good character in the education process will result in a superior and dignified generation (Prihatmojo & Badawi, 2020). Character education in schools should lead to increased awareness, attitudes and tolerant behavior of students (Zakso, 2021). The values of Pancasila that have been taught at the elementary education

level are felt to need to be improved. The strengthening of Pancasila values so far is still limited to understanding theories and concepts that need to be actualized into concrete activities (Kurniati, 2021). The formula for the profile picture of Indonesian students in the independent curriculum has been formulated in the Pancasila Student Profile framework. The Pancasila Student Profile in the independent curriculum is a measure of the success of the ideal profile of the Indonesian generation. Students all their lives are expected to be able to practice Pancasila's values both in a small scope, at home and school, and in a wider scope in society. The six characters show that the independent curriculum does not only focus on cognitive abilities, but also students' attitudes, behavior, and character (Haniah, 2020; Cahyono, 2022). Character education programs have gained increasing interest in the past decade and are designed to produce students who are thoughtful, ethical, morally responsible, community oriented, and self-disciplined (Rawana, 2011; Mentari, 2020). Character education is expected to overcome the crisis that occurs in the character of the global community and play a role in developing human potential optimally as well as develop patterns of thought and behavior of students who are responsible for the conduct of social roles in the family, society and citizens (Dwiningrum, 2013; Mentari, 2020).

Actualization patterns Pancasila Student Profile dimension values in the implementation of an independent curriculum became a novelty in the school's learning process. The dimensional values of the Pancasila Student Profile can not only be internalized in intrapulmonary, extracurricular activities and learning processes in the class but also specifically carried out in project activities or known as the Pancasila Student Profile Strengthening Project (P5). The implementation of the independent curriculum will also be adapted to the conditions of schools that

have been ascertained based on the readiness of education units classified into three categories, namely self-study, self-change, and self-sharing. Of course, the implementation of the Pancasila Student Profile Strengthening Project (P5) will have differences in every category of education unit. Based on the above background, the author is interested in conducting a study entitled “Analysing the Implementation of the Pancasila Student Profile Strengthening Project (P5)”. The formater will need to create these components, incorporating the applicable criteria that follow.

■ LITERATURE REVIEW

Profile Characters The Pancasila Student

Characters are the primary purpose of the educational process, however, as the character is believed to be evidence of the success of education itself. Learning in the education process is often packaged in such a way as to be able to internalize characters (Sultoni, et al., 2020). The characters that should be embedded must be sourced from Pancasila values because Pancasila values are a yardstick in thinking, acting, and behaving in all walks of life (Nurgiansah, et al., 2021; Uchrowi, 2012; Adil, 2020). The formula for Pancasila’s values was then actualized in an independent curriculum into the Pancasila Student Profile framework. Pancasila’s student profile serves as a major reference that directs educational policies including being a reference for educators in building the character and competence of students. Pancasila Student Profile is one of the efforts in improving the quality of Indonesian students who have a balance between intellectual competence and character according to the noble values of the Indonesian nation (Faiz & Kurniawaty, 2022). The Pancasila student profile consists of six dimensions: 1) faith, godfearing God Almighty, 2) independent, 3) collaborating, 4) global independence, 5) critical reasoning, and 6) creativity.

The six dimensions of the Pancasila student profile need to be viewed intact as a unit so that each individual can become a student throughout his or her life who is competent, characterized, and behaves according to Pancasila values.

Pancasila Student Profile Strengthening Project

The project to strengthen the profile of Pancasila students is an integral part of the Merdeka Curriculum. The project to strengthen the profile of Pancasila students is important to carry out with a special time allocation to provide opportunities for students to “experience knowledge” as a process of character strengthening as well as opportunities to learn from the surrounding environment (Rachmawati, 2022). The Pancasila Student Profile Strengthening Project is cross-disciplinary learning to observe and think of solutions to problems in the surrounding environment. The Pancasila Student Profile Strengthening Project uses a project-based learning approach that is different from project-based learning in extracurricular programs in the classroom. Strengthening the profile of Pancasila students focuses on character building as well as a pattern of strengthening work culture (Rahayu, et al, 2022). In this activity, interdisciplinary learning is made to observe and think about solutions to problems in the surrounding environment. Students have the opportunity to study important themes or issues so that students can take real action in answering these issues according to the stages of learning and their needs. This strengthening project can also inspire students to contribute and have an impact on the surrounding environment. The steps carried out in project activities include: *first*, designing the time allocation and dimensions of the Pancasila Student Profile, where each education unit determines the time allocation for project implementation and dimensions for each theme, to map the distribution of project implementation in education units. *Second*, forming a project facilitation

team whose role is to design projects, create project modules, manage projects, and assist students in the Pancasila Student Strengthening Project. *Third*, identification of the level of readiness of the education unit, with the level of the education unit conducting an initial reflection using an identification chart of the readiness of the education unit to determine the stages of carrying out the project. *Fourth*, selection of a general theme, in which the facility team together with the education unit leader choose a minimum of 2 phase themes A, B, and C, and a minimum of 3 phase D, E, and F themes from the seven themes set by the Ministry of Education and Culture to be carried out in one academic year based on issues relevant to the student environment. *Fifth*, determination of specific topics carried out by a large team, the project facilitation team determines the scope of specific issues as a project. *Sixth*, design a project module where the facilitation team works together in designing the project module and discusses determining the profile elements and sub-elements, the flow of project activities, and the type of assessment that is under the project objectives and activities

Category of Independent Curriculum Implementing School

Independent Learning

The Independent Learning option gives freedom to educational units when implementing the Independent Curriculum. The education unit applies some or part of the principles of the Independent Curriculum without changing the curriculum used by the education unit that is being applied to the early childhood education unit, grades 1, 4, 7, and 10.

Independent Change

Mandiri Berubah provides flexibility to educational units when implementing the Independent Curriculum. Education units use teaching tools that have been provided in early

childhood education units, grades 1, 4, 7, and 10, and simply apply differentiated learning.

Independent Sharing

The Mandiri Sharing option will provide flexibility to educational units in implementing the Independent Curriculum by developing their various teaching tools in early childhood education units, grades 1, 4, 7, and 10.

■ **METHODS**

The subjects of this study were the study committee, teachers, principals, and students in the self-reliant school, which SMA YP Unila Bandar Lampung was purposively selected. This study uses a qualitative approach (Creswell, 2014; Mentari, 2020; Pamungkas, 2022). to observe people in their environment, interacts with them and seeks to understand their language and interpretation of the surrounding world. The method used in the study used case studies, which are intended to know objective and in-depth conditions about the focus of the study. This method of the case study was chosen because the problems that were the focus of this study only occurred in certain places (self-category schools changed), and the problems studied were unique in this area. The research process and the utilization of theoretical foundations are carried out to focus the research according to the facts in the field (Rukajat, 2018; Rukin, 2019), emphasizing that researchers are also said to be instruments or research tools (Wijaya, 2018).

Data announcement using interviewing techniques, observation, documentation studies, and literature studies (Yanzi, 2019; Rizkasari, 2022). The data validity technique uses data triangulation, namely by checking the suitability of observation data, interviews, and documents (Wasimin, 2022). Data analysis techniques use inductive data analysis which means patterns, themes, and categories of

analysis derived from the discussion of collected information. All data available as sources are interviews, observations that have been written in field records, personal documents, images, and photographs, and researchers conduct data reduction by abstraction (Moleong, 2004). Indicator of the Pancasila student profil have six main characteristics: faith, fear of God Almighty, and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity (Kemendikbud Ristek, 2020; Nurhayati, 2021; Saphira, 2022; Ramuni, 2022; Wulandari, 2022). The data in these steps consists of a simultaneous stream of activities: data reduction, presentation, and conclusion withdrawal (Miles Hubermen, 1992; Kartika, 2022). Data Analysis Steps according to Denscombe (Mentari, 2017; Utarini, 2020; Sugiarto, 2022) there are at least five 'generic' steps in the data analysis process qualitative as follows: data preparation, data appreciation, data interpretation, data verification, and data representation.

■ RESULTS AND DISCUSSION

Implementation Free Curriculum in Lampung Province

The discussion which will be presented in this study is The results of the analysis of data collection, which is then reduced, and then conclusions are drawn. An overview of research activities is the implementation of an independent curriculum in schools with a changing self-category. About this, schools have the flexibility to the education unit when implementing the Merdeka Curriculum, one of which is the Pancasila Student Profile Strengthening Project. There are main principles in the Pancasila student profile strengthening project, namely holistic, contextual, student-centered, and exploratory. The implementation of the Pancasila Student

Profile Strengthening Project is based on the results of the researcher's analysis, illustration P5 in the school have a few steps as follows. *a) Planning*, (1) The Deputy Head of Curriculum of the education unit has determined the time allocation for project implementation, then formed a learning committee team in charge of preparing the P5 program, in order to map the distribution of project implementation in the education unit. The planning activities in the independent category schools have changed in accordance with the P5 guidelines. However, in terms of planning, the learning committee team does not yet have a complete understanding of the implementation of P5. This is evidenced by the many questions when compiling the P5 document. (2) The learning committee team in charge of preparing the P5 program by modifying existing teaching materials. In this activity, the team agreed on the themes and dimensions of the Pancasila Student Profile that would be implemented in schools. The facilitation team together with the education unit leaders choose a minimum of 3 themes, namely bullying, and the environment. Relevant issues in the student environment. This activity is in accordance with the project activity guidelines. and teaching materials are arranged and modified in a very planned manner. The project facilitation team (could also be with students) determines the scope of a specific issue as a project. Determination of specific themes and topics according to the stages of the education unit. (3) vice principle of curriculum determines the schedule and teachers who will carry out the project. The teacher is divided into several teams based on the number of groups. This activity has complied with the P5 guidelines. *b) Implementation*, (1) The teacher facilitates project activities according to the teaching materials and project plans that have been determined. However, the use of existing documents/ teaching materials has not adapted to school conditions. Based on the observations, the teacher was completely fixated on the teaching

materials. (2) In the first and second meetings, project activities were carried out by conveying the objectives and understanding of the meaning of bullying. Based on the observations, the teacher is still focused on mastering the understanding of concepts/knowledge that must be mastered by students. (3) At the second and third meetings, project activities were carried out by presenting the results of student analysis and understanding of the meaning of bullying cases that occurred on social media. Based on the results of observations, teachers are still focused on the results of skills compiled by students/products.

Misconceptions in the Project for Strengthening the Pancasila Students Profile

Any misconception as follow, a) project Activities Stick to existing teaching material activities, b) Does not adapt to the conditions of the school environment, c) Project activities are still dominant in the realm of concept/knowledge strengthening, and d) Product-oriented, not a process of strengthening the internalization of Pancasila Student Profile values. Because, the ideal note was, a) Project activities should be carried out flexibly that is able to accommodate the development of the dimensions of the Pancasila Student Profile in accordance with the conditions of the students, b) Project activities should be carried out in accordance with the real conditions of the school, so that the activities in each activity can be carried out concretely; c) Project activities should be carried out by actualizing the values of the Pancasila Student Profile in each of its activities, and d) Project activities should refer to the process of actualizing the values of the Pancasila Student Profile in each of its activities.

Based on the results of observations, interviews, and documentation, it is illustrated that teachers are still very fixated on the teaching materials used. This is also strengthened by the observation that each class when carrying out the project carries out the same activities. From several

classes with uniform activities, different responses arise, both from participation and learning outcomes and feedback. This description contradicts the principle of learning that adapts to the needs of students. The results of the study entitled Optimizing student needs and learning outcomes with differentiated learning outcomes can help students achieve optimal learning outcomes because the products they will produce are by their interests (Herwina, 2021).

In addition, in implementation, the teacher is still focused on mastering the understanding of concepts/knowledge and is still oriented to products/skills. Of course, it is not by the philosophy of project activities which, although carried out with the agenda of activities, but actualization in the values or dimensions of the Pancasila Student Profile must be prioritized.

CONCLUSIONS

The Pancasila Student Profile Strengthening Project was planned according to the principles and guidelines of the independent curriculum. However, in the implementation, some things are not by the philosophy of the Pancasila Student Profile which should be more oriented to the process of actualizing values, so this creates misconceptions, among others, project activities are fixated on the activities of existing teaching materials, do not adjust to the conditions of the school environment, projects are still dominant with knowledge strengthening, and are product-oriented rather than process. Based on this, schools need to carry out evaluation and retraining related to the philosophy of implementing the Pancasila Student Profile Project (P5). The learning committee team needs to rearrange the scenario in transferring the values of the Pancasila Student Profile dimension.

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