

Implementation of Strengthening the Profil Pelajar Pancasila in Student Character Development

Iffatul lailiyah¹, Umi Azizah², Alfiyatin Mutoharoh³, Latifatul Maulidiyah⁴.

¹²³⁴Universitas Darul Ulum Lamongan

Corresponding author: iffatul.2019@mhs.unisda.ac.id

ARTICLE INFO

Article history

Received 07-04-2024

Revised 22-04-2024

Accepted 20-05-2024

Keywords

*Project for strengthening
Profil pelajar pancasila
Character education*

ABSTRACT

The things that form the background for the formation of the Pancasila student profile are character educators who are starting to erode with time and are increasingly being forgotten. It is in this character education that students of Pancasila are realized who become the profile of the Indonesian nation in the national and international spheres. The Ministry of Education and Culture stated that "Indonesian students are students who are always competent, have character, and achieve according to Pancasila values." In addition, the Pancasila Student Profile has the following six abilities; "1) Having faith, piety to God Almighty, and having noble character; 2) Global diversity; 3) Working together; 4) Independent; 5) Critical reasoning; 6) Creative." These six abilities reinforce each other so that efforts to create a Pancasila Student Profile can develop as a whole. The purpose of this research is that students can implement the dimensions contained in the Pancasila Student Profile Strengthening Project and can apply their character according to the Pancasila Student Profile. This research was conducted at SMK Negeri 1 Kalitengah Jalan Mahkota No. 280 Dibe Kalitengah Lamongan. The choice of location for this study was based on the researcher's interest in building the character of the students of SMK Negeri 1 Kalitengah through the Pancasila Student Profile Strengthening Project using a qualitative research approach. The data collection techniques used in this study are: Observation, Interview and Documentation.

Introduction

The implementation of independent learning is the government's step to realize superior human resources and character through *profil pelajar pancasila* (Julaiha, 2014). Profil pelajar Pancasila is a competency that is built in education units through intracurricular activities and extracurricular activities. The Pancasila learner profile strengthening project is a cross-disciplinary project from various subjects with the main objective of achieving the dimensions of profil pelajar Pancasila (Hamzah et al., 2022). The profile in question is noble, independent, critical thinking, creative, mutual cooperation and global diversity. Strengthening project Profil Pelajar Pancasila designed separately from intracurricular. Project learning objectives, content, activities and activities do not have to be linked to curricular objectives and subject matter. Project Penguatan Profil Pelajar Pancasila is a project-based curricular activity designed to strengthen efforts to achieve competence and character in accordance with the profil pelajar pancasila which is compiled based on the Graduate Competency Standards (Rusnaini et al., 2021). Implementation of strengthening project Profil Pelajar Pancasila The program is flexible in terms of content, activities and timing.

To improve character education, the Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim has made Profil Pelajar Pancasila as one of the Vision and Mission of the Ministry of Education and Culture as stated in Permendikbud Number 22 of 2020 concerning the Ministry of Education and Culture Strategic Plan 2020-2024. As for the background to the emergence of Profil Pelajar Pancasila are rapid technological advances, socio-cultural shifts, environmental changes, and differences in the future world of work in education at all levels and cultural fields (Salsabila & Puspitasari, 2020 C.E.). Profil Pelajar Pancasila is the realization of Indonesian students as lifelong learners who have global competence and behave in accordance with the values of Pancasila, with six main characteristics: faith in God, and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity (Kahfi, 2022). Existence of Profil Pelajar Pancasila is expected to run smoothly and be well realized so as to produce Indonesian students who are noble, have qualities that can compete nationally and globally, are able to cooperate with anyone and anywhere, are independent in carrying out their duties, have critical reasoning, and have creative ideas to be developed. (Syaefulloh et al., 2022). Implementing these ideals must also have the cooperation of students throughout Indonesia. Indonesian students must have high motivation to progress and develop into international quality students with local cultural values (Asiati & Hasanah, 2022). After seeing the above statement, it shows that the curriculum on Pancasila and character education requires revision. For this reason, the role of educators as the front guard is needed.

One of the problems why it needs to be revised is because the current character has begun to fade and rarely practice the values of Pancasila. The two problems above are also accompanied by the role of educators who do not implement character education and Pancasila in the teaching and learning process.

(Dahliyana, 2017). This form of curriculum revision is in the form of implementing the values contained in the Pancasila precepts into learning at school or habituation. So that students can apply and implement in their home environment. This implementation is found in Profil Pelajar Pancasila V (Mery et al., 2022). One implementation of the profil pelajar Pancasila is a student who always practices the values of Pancasila such as taqwa to God Almighty by doing worship in accordance with his religion. (Pratiwi, 2017). Teachers as the spearhead of implementing learning have a big role in guiding and focusing students. The guidance process that teachers try not only concerns their intellect but also strengthening personality learning, one of the highlights in the world of learning and especially teachers is improving students' morals and morals (Liska et al., 2021).

In the classroom, teachers also have a significant position in shaping the personality of students at school. Teachers are reliable educators who have the main task of educating, teaching, guiding, focusing, training, calculating, and evaluating students. (Nilamsari, 2014). The position of the teacher as an educator is a position related to the tasks assigned, the tasks of supervision and guidance, and tasks related to disciplining children so that they become obedient to the rules at school. (Mery et al., 2022). The position of the teacher in shaping personality must provide a good example to students, because every student needs a good example or model to imitate. SMK Negeri 1 Kalitengah began implementing the latest curriculum, namely the independent curriculum in the 2021/2022 academic year. Where in that academic year SMK N 1 Kalitengah became a Center of Excellence. In the Kurikulum merdeka contains profile strengthening projek Pelajar Pancasila (P5). P5 This is a project carried out to implement dimensions of Profil Pelajar Pancasila. In the profile strengthening Project Pelajar Pancasila There are several themes that contain activities that strengthen dimensions of Pelajar Pancasila.

Method

This research uses a qualitative research approach. Qualitative research is an approach to conducting research that is oriented towards natural phenomena or symptoms (Rijali, 2019). Qualitative research is basic and naturalistic in nature, and cannot be carried out in the laboratory, but in the field. Therefore, this kind of research is often called *naturalistic inquiry*, or *field study* (Mardawani, 2020). Bogdan and Taylor state that qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. The approach is directed at the setting and individual holistically. The data collection techniques used in this research are: observation, interviews, documentation.

Result and Discussion

The results of this research show that in the Profile Strengthening dimension Project Pelajar Pancasila, This is in accordance with the results of an interview with Teacher P5 which stated that:

The first indicator is faith, devotion to God Almighty, and noble character which is realized by praying before and after activities and prioritizing congregational prayer. Behave honestly and humbly towards others. The S3 (Sedekah Seribu Sehari) movement is carried out not only by students but also by the entire school community. The proceeds from S3 will be used to help students affected by disasters and will be used for building school structures and infrastructure such as repairing places of worship, etc.

Second, Global Diversity, which is realized by setting an example, preserving culture and art in the environment and being able to communicate in Indonesian and Javanese well and correctly. And students are expected to be able to open broad horizons.

Third, Gotong Royong, which is realized by giving group assignments to students so that they can work together in completing assignments, care for each other and share. Every morning, students work on class picket and before praying, students are invited to hunt for rubbish in the surrounding environment, with the aim that students always care about the cleanliness of the surrounding environment.

Fourth, independence, which is realized by providing projects independently so that students can solve their own problems thereby creating an independent spirit. Growing and developing self-disciplined attitudes begins with being present at school on time, because the school regulation is at 06.30, students are required to be present at school and then make a habit, namely dhuhah prayer in congregation followed by reading the Qur'an 10 minutes before the KBM begins.

Fifth, critical reasoning, which is realized by giving examples of problems to students and inviting students to solve them well. Analyze information that has been obtained at school and in the environment. Students are expected to be able to reflect on learning material based on their own thoughts, supported by existing teaching materials, A concrete example is in the study of the Project for Strengthening the Profile of Pancasila Students, there is a theme about Local Wisdom. The project theme is visiting a historical place and gathering information about that place. In the final stage of the project, students explain in their own language and way, of course using learning methods that have been determined by the teaching teacher. From this example, the hope is that students will be able to express their ideas and be able to apply the fifth dimension.

The sixth is creative, which is realized by facilitating students with their talents. Able to design ideas independently. Students are expected to be able to produce their own work and actions in carrying out school projects. Almost every project students work on and convey their ideas independently, confidently and with initiative.

Based on the results of interviews with students, the dimension of faith and piety is shown by students in the practice of istiqomah in the Dhuhah prayer and reciting meditation every day and gaining additional knowledge in terms of reading the Qur'an. Can share with others when a friend experiences a disaster. In the second dimension, Global Diversity, students gain experience by exploring

culture, especially in the Lamongan area, as well as being able to apply the various language dialects that exist in a region.

From the results of the interview, a statement or answer from the learners was obtained that the dimension of working together students are able to discuss well when there are problems that must be resolved and every time there is a moment at school students are involved to work together for the success of the event. The fourth dimension is Independent, namely students build their original ideas in making a project with their own work, such as making sales where the marketing results will be managed by themselves. The fifth dimension is Critical Reasoning, where students explore or explore a historical place, from there students transfer information such as related to history and others related to this matter. The sixth dimension is Creative, where students are able to produce their own work such as making products that are suitable for marketing and exhibiting. It can be concluded that the Implementation of the Pancasila Student Profile Strengthening Project in the character building of class XI students at SMK Negeri 1 Kalitengah can be carried out well in accordance with the dimensions in the Profil Pelajar Pancasila.

The results of character education are very important, because they affect the level of success or failure of achieving goals, as for the results of character building in accordance with Profil Pelajar Pancasila and the results of interviews with the Counseling Guidance Teacher and Islamic Religious Education Teacher, namely: Having faith and devotion to God Almighty, manifested in noble customs, good religion, good morals for oneself and others, nature and the State of Indonesia (Hamzah et al., 2022). Global Diversity, where Indonesian students should be able to recognize and appreciate cultures, reflect and be responsible for diversity and social justice. Independent, Indonesian students need to be aware of themselves and the current situation and have self-regulation. Gotong royong, which is manifested in collaboration, having high concern and sharing with others. Critical Reasoning, where students need to acquire and process information and ideas well, analyze and evaluate them, then reflect on their thoughts and thinking processes. Creative, where students can be able to produce original ideas, works and actions, and have flexibility of thinking in finding alternative solutions to problems.

Methods Used for Character Strengthening according to the Strengthening Project Profil Pelajar Pancasila implemented by school elements. All elements of the school contributed to the establishment of the Strengthening Project Profil Pelajar Pancasila. The methods taken, namely: curriculum policy by including the Strengthening Project Profil Pelajar Pancasila coaching by student affairs, counseling teachers, with homeroom teachers and parents for the discipline of students who violate the rules by giving points as a follow-up action for student character development, teachers are always role models, always giving advice, giving examples, emphasizing to students in terms of ethics and application of religion in everyday life. In terms of habituation, teachers always make it a habit

to pray before and after lessons, read the Qur'an before lessons, pray dhuha, and pray jama'ah. The CERDAS character (Competent, Entrepreneurship, Religious, Discipline, Attitude and Success) instilled in students at SMKN 1 Kalitengah has developed well in accordance with the elements in the Profil Pelajar Pancasila.

Simpulan

Based on the results of research and data analysis, it can be concluded that the Implementation of Strengthening Project Profil Pelajar Pancasila in character building of class XI students at SMK Negeri 1 Kalitengah, students can largely implement the elements in the Strengthening Project Profil Pelajar Pancasila well in accordance with their respective dimensions. Character building in accordance with the Profil Pelajar Pancasila class XI students at SMK Negeri 1 Kalitengah. Character building results in accordance with the Profil Pelajar Pancasila forming students with character in accordance with the noble values of Pancasila. The first indicator, namely faith and devotion to God Almighty, is manifested in noble character which is reflected in the activities of daily dhuhah and Dhuhur prayers and bertilawah every morning before the KBM starts. Second, Global Diversity is realized by tolerating each other. Third, Mandiri which is realized by having the awareness and responsibility to go to school on time, and do the tasks given by the teacher. Fourth, Mutual Cooperation is realized by collaborating with friends to clean the class before the learning hours begin. Fifth, Critical Reasoning is realized by giving examples of problems to students and then inviting students to solve these problems. Sixth, Creative is realized by facilitating students to develop and create according to their abilities.

The implementation of P5 at SMKN 1 Kalitengah, found supporting factors include: A curriculum that facilitates the existence of a special subject called the Strengthening Project Profil Pelajar Pancasila and Teaching Modules that have been prepared by Teacher for the Strengthening Project Profil Pelajar Pancasila. Meanwhile, the inhibiting factors found in the implementation of the Reinforcement Project are Profil Pelajar Pancasila Lack of application in learning due to time constraints and also a new project.

References

- Asiati, S., & Hasanah, U. (2022). Implementasi proyek penguatan profil pelajar pancasila di sekolah penggerak. *Jurnal Lingkar Mutu Pendidikan*, 19(2), 61-72.
- Dahliyana, A. (2017). Penguatan pendidikan karakter melalui kegiatan ekstrakurikuler di sekolah. *Sosio Religi: Jurnal Kajian Pendidikan Umum*, 15(1).
- Hamzah, M. R., Mujiwati, Y., Khamdi, I. M., Usman, M. I., & Abidin, M. Z. (2022). Proyek Profil Pelajar Pancasila sebagai Penguatan Pendidikan Karakter pada Peserta Didik. *Jurnal Jendela Pendidikan*, 2(04), 553-559.
- Julaiha, S. (2014). Implementasi pendidikan karakter dalam pembelajaran. *Dinamika Ilmu*, 14(2), 226-239.
- Kahfi, A. (2022). Implementasi profil pelajar Pancasila dan Implikasinya terhadap karakter siswa di sekolah. *DIRASAH: Jurnal Pemikiran Dan Pendidikan Dasar*

- Islam*, 5(2), 138–151.
- Liska, L., Ruhyanto, A., & Yanti, R. A. E. (2021). Penerapan Model Pembelajaran Problem Solving Untuk Meningkatkan Kemampuan Berpikir Kritis Siswa. *J-KIP (Jurnal Keguruan Dan Ilmu Pendidikan)*, 2(3), 161–170.
- Mardawani, M. (2020). Praktis penelitian kualitatif teori dasar dan analisis data dalam perspektif kualitatif. *Yogyakarta: Deepublish*.
- Mery, M., Martono, M., Halidjah, S., & Hartoyo, A. (2022). Sinergi peserta didik dalam proyek penguatan profil pelajar pancasila. *Jurnal Basicedu*, 6(5), 7840–7849.
- Nilamsari, N. (2014). Memahami studi dokumen dalam penelitian kualitatif. *WACANA: Jurnal Ilmiah Ilmu Komunikasi*, 13(2), 177–181.
- Pratiwi, N. I. (2017). Penggunaan media video call dalam teknologi komunikasi. *Jurnal Ilmiah Dinamika Sosial*, 1(2), 202–224.
- Rijali, A. (2019). *Analisis Data Kualitatif*. *Alhadharah: Jurnal Ilmu Dakwah*, 17 (33), 81.
- Rusnaini, R., Raharjo, R., Suryaningsih, A., & Noventari, W. (2021). Intensifikasi profil pelajar pancasila dan implikasinya terhadap ketahanan pribadi siswa. *Jurnal Ketahanan Nasional*, 27(2), 230–249.
- Salsabila, A., & Puspitasari. (2020 C.E.). Faktor-Faktor yang Mempengaruhi Prestasi Belajar Siswa Sekolah Dasar. *Pandawa: Jurnal Pendidikan Dan Dakwah*, 2, Nomor, 278–288.
- Syaefulloh, A. M., Windiani, D., Putriani, P., Rohaeni, S., & Nugraha, R. G. (2022). Implementasi Habitiasi Profil Pelajar Pancasila Dan Eksistensinya Bagi Mahasiswa. *Jurnal Kewarganegaraan*, 6(1), 2141–2149.