

THE IMPLEMENTATION OF THE REINFORCEMENT PROJECT OF PANCASILA LEARNER PROFILE AT ELEMENTARY SCHOOL

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Abstract: Independent curricula are a new breakthrough in the world of education. The aspect obtained in Independent Curriculum is the profile of the Pancasila Learner as the content of the noble value of the Pancasila Learner. The Pancasila Learner Profile in its implementation contains Intracurricular activities, The Project of Pancasila Learner Profile Reinforcement (P5), and extracurricular activities. The main focus of the ongoing research is to give an explanation of the project of Pancasila Learner Profile Reinforcement (P5). The method of data collection used a qualitative descriptive method with a case study approach. The ongoing research was implemented at State Elementary School 01, Sokaraja Wetan. The research informants were the headmaster, the homeroom teacher, and the students. The data collection used primary sources with observation techniques, interviews, and documentation. Utilizing data triangulation and triangulation techniques, this study tested the reliability of its data. The results of the ongoing research showed that the implementation of the Reinforcement Project of the Pancasila Learner Profile (P5) is applied not only to the learning process in the class but also to extracurricular activities and the school culture. The reinforcement project of the Pancasila Learner Profile (P5) succeeds in forming noble values in the students in accordance with Pancasila. The noble values of divinity, cooperation, independence, creativity, global unity, and critical reasoning The manifestation of the Pancasila Learner Profile is not separate from the teachers' role as facilitators and motivators for the students.

Keywords: *The Reinforcement Project of Pancasila Learner Profile (P5), Students, Independent Curriculum*

INTRODUCTION

Education is one of the aspects of human life that is very important. According to Anga et al. (2022), education is a series of activities that aim to educate humans until they can be useful for the nation and the country. According to Aprima & Sari (2022), in education, humans can develop an individual's skill to live and run their life entirely until they can become an individual who has adequate cognitive ability, affective ability, and psychomotor ability. Education in Indonesia has been managed and formulated in the system of national education. Update is continuously done in accordance with the era's demand; it is in line with the opinion by Faiz (Qomari & Nikmah, 2023) that the national education system must be sustainable to guarantee educational equity and improve the quality and sufficiency of education organisers in order to prepare the students to face the change challenge of local, national, or global life.

The curriculum is the heart of how an education runs. The curriculum frequently changes in line with the era's development from time to time. Andirani (Rapang et al., 2022) states that curriculum change is strongly related to the organisation of the national education system. Curriculum is an absolute requirement, which means education and teaching are integral parts. Independent curriculum is a development that becomes a breakthrough to answer the era's challenges in the 21st century. The education ministry (Rachmawati et al., 2022) mentioned that the COVID-19 pandemic caused a decrease in learning progress until it caused learning loss. Learning loss becomes the basis for curriculum change in the national education system. The usage of project-based learning processes becomes one of some choices in the independent curriculum in line with the Pancasila Learner Profile to support the recovery of learning processes and the development of noble values in accordance with the Pancasila Learner Profile. The Education Ministry noted, before the pandemic, 129 points for the literacy learning process and 78 points for numeration. This advance starts to decrease drastically; namely, literacy is the same as six months of learning, and numeration is equal to five months of learning.

The concept of an independent curriculum is in line with the main purpose of Ki Hajar Dewantara. The purpose of the independent curriculum establishment is to update the quality of education. Independent learning, according to Ibad (2022), encourages the teacher to use advanced thought to learn effectively. The paradigm formed in Independent Curriculum is learning that is centred on the students. According to Vhalery et al. (2022), the independent concept has a point in the learning process that can be followed until the students have the opportunity to do the learning activity independently and creatively. This freedom becomes an encouragement for the students to dig into their science and knowledge in the effort to do independent and noble value formation. The noble value of the independent curriculum is reflected in The Reinforcement Project of Pancasila Learner Profile (P5). Sari (Asiati & Hasanah, 2022) stated that the independent curriculum focuses on the effort done to manifest the nation's noble values in the form of the Pancasila Learner Profile for all education institutions. According to Ki Hajar Dewantara in Galih Istiningsih, 2021, "Pancasila shows the noble traits and gentleness of the Indonesian nation, describing the life in the soul of the Indonesian nation".

The Pancasila Learner Profile details some competencies that students should possess. These competencies reflect the character of the Indonesian nation as a civilised and cultured nation with an awareness of human life and the ability to adjust themselves to a universal

human body. According to The Ministry of Education and Culture (2022), Pancasila Learner competence covers internal and external aspects that are related to self-esteem, ideology, and Indonesian nation goals, as well as facing challenges in the life context during the era of the 4.0 industry revolution. The idea of the Pancasila Learner Profile based on the elaboration (Kahfi, 2022) is that rapid technology development, social culture change, and environmental and life change in the future will affect all education levels in all fields of culture. Various problems of behaviour and attitude continue to be significant problems that inhibit the noble goals of the Indonesian nation. Dasmana et al. (2022) posit that contemporary society is confronted with numerous challenges pertaining to moral degradation, particularly among students, with a focus on juvenile-related issues. These issues encompass student conflicts, violence targeting children and adolescents, diminished levels of honesty, promiscuity, radicalism, bullying, substance abuse, declining ethical conduct, the absence of polite language usage, and a disregard for self-esteem norms. Furthermore, the authors argue that the values embodied in Pancasila are progressively diminishing and eroding due to the prevalence of materialistic lifestyles and hedonism.

The Reinforcement Project of Pancasila Learner Profile (P5) gives the students the opportunity to "gain experience" as an effort to strengthen their noble values and as a chance to learn from their surrounding environment. Rizal (Maruti et al., 2023) said that with The Reinforcement Project of the Pancasila Learner Profile (P5), the expectation is to give inspiration to students until they can contribute to their surrounding environment. Ki Hajar Dewantara first proposed the idea of a project scheme in a learning process a long time ago. Rizal (Maruti et al., 2023) said that with The Reinforcement Project of the Pancasila Learner Profile (P5), the expectation is to give inspiration to students until they can contribute to their surrounding environment. Based on the study above, The Reinforcement Project of Pancasila Learner Profile (P5) appears to be based on the idea of Indonesian nation goals in order to face a 4.0 industry revolution. The ongoing research elaborated on how the implementation of the Reinforcement Project of Pancasila Learner Profile (P5) was at Grade IV B of State Elementary School 01 Sokaraja Wetan. State Elementary School 01 Sokaraja Wetan is one of some Elementary Schools that have applied for a Pancasila Learner Profile at Elementary School. The purpose of this ongoing research was to describe the implementation of the Reinforcement Project of the Pancasila Learner Profile (P5).

RESEARCH METHOD

The purpose of this research was to describe the implementation of the Reinforcement Project of the Pancasila Learner Profile (P5). The research was applied using qualitative descriptive Research techniques with a case study approach. The research location was at State Elementary School, 01 Sokaraja Wetan. The informants in the ongoing research were the headmaster, homeroom teacher, and five students. The data collection was carried out using the primary source with observation techniques, interviews, and documentation. The data analysis used was the Miles and Huberman model with data collection, data reduction, and data presentation. The data reliability test in this research was carried out with data triangulation and technique triangulation.

RESULT AND DISCUSSION

The Reinforcement Project of Pancasila Learner Profile (P5) is a learning process based on science discipline carried out in the observation process to find solutions to the surrounding environment's problems. The project application at State Elementary School 01, Sokaraja Wetan, was not only in the intracurricular activity but also in the extracurricular activity. The extracurriculars in which there is the Reinforcement Project of Pancasila Learner Profile are Reading and Writing Al-Qur'an (BTQ), Karate, Scouting, and Dance. The application of the Pancasila Learner Profile is an effort to apply the Pancasila attitude thoroughly to the students. According to research by Ferdiansyah and Kaltsum (2023), the school culture, the learning that takes place in class, the activities that take place outside of class, and the extracurricular activities that concentrate on the development of academic and nonacademic skills can all help implement the Reinforcement Project of the Pancasila Student Profile. In line with that, extracurricular activities are those that students participate in outside of class under the direction and supervision of the education unit in order to support the achievement of educational goals, according to Irawan (2020).



Figure 1. BTQ Extracurricular Activity



Figure 2. Scout Extracurricular Activity



Figure 3. Karate Extracurricular Activity

According to Rahayuningsih (2022), project means the learning process based on contextual projects and interaction with the environment. The school applies participatory and collaborative methods in order to realise The Reinforcement Project of the Pancasila Learner Profile (P5). The positive school culture has an impact on the Pancasila Learner Profile's success. According to Wiyani (Amelia & Ramadan, 2021), school culture will influence the students' development. This is carried out by activating all school members in the planning, implementation, respecting opinions and differences, and team cooperation, which becomes the main focus in achieving the Pancasila Profile.

The implementation of the Pancasila Learner Profile at State Elementary School 01 Sokaraja Wetan has been underway since the academic year 2022-2023. The theme selected for the odd semester was Sustainable Lifestyle. According to The Regulation of Education and Culture Ministry (Rachmawati et al., 2022), The Reinforcement Project of Pancasila Learner Profile (P5) is the activity that has a special direction and discusses the challenging problem for the students. At the elementary school level, the theme was sustainable lifestyles. This idea contained the literacy for students that is expected to understand the cause of human activities, either in the short term or long term, in sustainable life or the surrounding environment. The teacher's chosen theme is the result of a deal with a similar teacher or

headmaster. The theme is the basic thought used to achieve a certain purpose. According to Mamat, as quoted in the research by Prastowo (2019), the theme-based learning process involves two important aspects. First, mastery of the learning material has relevance and meaning in the students' lives. Second, the development of mature thinking skills and a mature attitude so that the students can be independent in overcoming various problems in life. The teacher takes the theme because in the surrounding environment there are many objects that can be utilised, such as the object with plastic material. The students manage the plastic to preserve the earth, and the teacher adopts the attitude of loving the motherland. The students are expected to be used to managing plastic outside the school environment until it can be beneficial for their environment.

Pancasila Learner Profile contains six fields as the representation of the Pancasila learner items. According to Hasbi (Irawati et al., 2022), the Pancasila Profile is formulated with the main motto "The Indonesian learner is a competent lifetime learner who has noble value and behaves in accordance with Pancasila Values". The fields obtained in the Pancasila Learner Profile refer to (Purnamasri & Soegeng, 2022), namely: believe in and have faith in God Almighty; Global unity; cooperation; Critical thinking; creativity; and independence. The element of achievement must consider the condition and needs of the students at the school. In the Sustainable LifeStyle theme taken at State Elementary School 01, Sokaraja Wetan at Grade IV B contains three out of six existing fields.

Table 1.

Field	Element
Believe and Have Faith Towards God Almighty and Noble Character	Attitude towards nature (sub-element: Keeping the surrounding nature environment).
Critical Reasoning	Obtaining and processing the information and idea (sub-element: proposing question, identification, clarification, and processing the information and ideas).
Creative	Producing the original work or action, having flexibility of thinking, finding the alternative solution of the problem

The teacher's role in applying those three elements is not limited to the material effort delivered. To achieve those goals, the teacher must be active and work hard. According to Nartati & Andriani (2020), a teacher is not only the transformator of knowledge and science, but there is another thing that must be given to the students, namely attitude and skill. In achieving the element of noble character (character towards nature), the teacher must show the students that everything available in nature is the greatness of God Almighty. The practise is that students do the learning process outside the class by directly looking at the creatures of God Almighty to find the source of the material being taught. This is in line with the first principle in Pancasila, which will form the students noble character. In accordance with that, according to Purnamasari & Soegeng (2022) Indonesian students have noble values related to noble items in relation to God Almighty. There are 5 elements that cover religious character, personal character, attitude towards other humans, attitude towards nature, and attitude as a country citizen.

The Reinforcement Project of the Pancasila Learner Profile at State Elementary School 01 Sokaraja has succeeded in nurturing the items of Pancasila. The habit was nurtured to fulfil the field, which had been run with the daily effort of students at school. The school presents the Pancasila Learner Profile application in an effort like the flag ceremony, which is part of the unity field. The students are involved in social activities at school, such as giving *infaq* to the school and visiting sick friends. The social activity will influence the students' cooperative attitude. The students are accustomed to carrying social care among friends; the purpose is to apply this attitude to the students. According to Hasbi in Irawati et al. (2022), noble value is the identity of someone covering the items, attitude, and behaviour attached to the individual. While competence refers to the ability or skill owned by someone to do a certain task or good activity, Competence can cover the cognitive aspect, the affective aspect, and important behaviours in implementing something. The noble value will influence motivation, point of view, and someone's way of thinking.



Figure 4. The Project Result from Plastic material in the form of pot and flower

Figure 5. The Project Result from Plastic Material Pencil Case

The Reinforcement Project of the Pancasila Learner Profile makes the students happy. When conducting the interview process with the students, the researcher was able to obtain it. The students with the project presence find out the new thing; they can work together in implementing the project, making something new. The students are not limited by the theory being taught by the teacher; there is practise as well as the solving of the existing problem. According to Ibad (2022), the creative students can change and produce the original thing; in other words, it has goals and is impressive. The elements of creative fields cover producing an original idea, work production, original action, and flexibility in finding an alternative to solve the problem. The creations produced by the students at State Elementary School 01 Sokaraja Wetan are a plastic piggy bank, a flower pot, a beam, a collage, a flower, and the Big Dictionary of Indonesian Language.

CONCLUSION

The conclusion of this ongoing research showed that The Reinforcement Project of Pancasila Learner Profile can change the students' condition with the effort of applied elements. The success in nurturing Pancasila items in the students will certainly influence the sustainability of the Indonesian nation in the future. The innovation that has been made with the effort of real projects has generated a beneficial product for the students' environment and can solve the problem in the community.

The Reinforcement Project of Pancasila Profile during the learning process can foster a cooperative attitude, love of the motherland, noble character, creativity, and global unity. The repetitive habituation is required to manifest the students who are in line with the items obtained in Pancasila. Applying the Pancasila Learner Profile involves not only the classroom learning process but also school culture, which all students can use in their efforts to manifest Pancasila Learners.

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