

Implementation of The Project to Strengthen Pancasila Student Profiles at Muhammadiyah Vocational School

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Education, Universitas Muhammadiyah Purworejo

Article Info

Article history:

Accepted: 30 December 2023

Publish: 02 January 2024

Keywords:

Project to Strengthen the Profile of Pancasila Students,

Descriptive,

Obstacles

Article Info

Article history:

Diterima: 30 Desember 2023

Terbit: 02 Januari 2024

Abstract

This research aims to determine the implementation process of the Strengthening Pancasila Student Profile (P5) Project at SMK Muhammadiyah Sampang. The method used is a descriptive method. The data analysis technique uses qualitative data analysis techniques. Data collection uses interview, observation and documentation data collection techniques. From the results of the research that has been carried out, it can be concluded that the stages of implementing P5 at SMK Muhammadiyah Sampang start from introducing P5 to the school community, preparing the school ecosystem then project design starting from designing time allocation dimensions and Pancasila student profiles, forming a project facilitation team, identifying school readiness, selecting themes, determining topics, designing project modules and implementing work degree. The biggest obstacle faced by SMK Muhammadiyah Sampang regarding P5 is related to teachers' limited understanding of P5. Some of the obstacles in presentations are also the same, namely the large amount of additional equipment in the learning process and job titles that require additional costs, there are students who are less enthusiastic, and differences in student abilities. The solution to overcome this is by making good use of existing facilities, improving the quality of learning, increasing students' understanding ability, establishing communication with parents and completing facilities and infrastructure.

Abstrak

Penelitian ini bertujuan untuk mengetahui proses pelaksanaan Proyek Penguatan Profil Siswa Pancasila (P5) di SMK Muhammadiyah Sampang. Metode yang digunakan adalah metode deskriptif. Teknik analisis data menggunakan teknik analisis data kualitatif. Pengumpulan data menggunakan teknik pengumpulan data wawancara, observasi dan dokumentasi. Hasil penelitian yang telah dilakukan maka dapat disimpulkan bahwa tahapan pelaksanaan P5 di SMK Muhammadiyah Sampang dimulai dari pengenalan P5 kepada warga sekolah, penyiapan ekosistem sekolah kemudian perancangan proyek dimulai dari perancangan waktu dimensi alokasi dan profil siswa Pancasila, pembentukan tim fasilitasi proyek, identifikasi kesiapan sekolah pemilihan tema, penentuan topik, perancangan modul proyek dan pelaksanaan gelar kerja. Kendala terbesar yang dihadapi SMK Muhammadiyah Sampang tentang P5 terkait pemahaman pengetahuan guru tentang P5 masih terbatas. Beberapa kendala dalam presentasi juga sama, yaitu banyaknya peralatan tambahan dalam proses pembelajaran dan judul pekerjaan sehingga memerlukan biaya tambahan, ada siswa yang kurang antusias, dan perbedaan kemampuan siswa. Solusi untuk mengatasi hal tersebut dengan memanfaatkan fasilitas yang ada dengan baik, meningkatkan kualitas pembelajaran, meningkatkan kemampuan pemahaman siswa, menjalin komunikasi dengan orang tua dan melengkapi sarana dan prasarana.

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1. INTRODUCTION

Education is an effort so that humans can develop their potential through the learning process, based on Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education system, which states: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills. that is needed by himself, society, nation and state

The quality of education is highly expected by parents, society, schools and the government. Both general knowledge education and religious education. They really hope that graduates can become

leaders, managers, innovators, operators, who are effective in the field of science and able to adapt to current changes in science and technology by having good character and being fortified by strong faith and piety. Currently, many educational institutions are studying religious knowledge so that their students can become a generation of people who have good morals and character. All of this is done to protect students from moral decline and deviation from national morals. One of the levels of upper secondary education is Vocational High School (SMK), which is a level of secondary education that prioritizes students' ability to have skills and be able to work in certain fields.

Vocational Schools have the task of preparing their students by providing them with the knowledge and skills to be able to work according to their respective competencies and expertise programs. This is supported by instilling character values which are very important for students, so that students have good morals and discipline. The Covid-19 pandemic opens up opportunities to bring innovation to learning. The Ministry of Education and Culture has developed an independent curriculum as part of the national curriculum to encourage learning recovery during the Covid-19 pandemic. The prototype curriculum is a new curriculum that is very appropriate to be implemented in the midst of complex developments in this era. As part of the new learning paradigm, the prototype curriculum is realized in the form of learning freedom for students and teaching freedom for teachers.

There are things that are characteristic of the implementation of the independent curriculum, namely in the form of the Strengthening Pancasila Student Profile Project (P5). This project activity provides opportunities for students to carry out exploration, assessment, interpretation, synthesis and information to produce various forms of learning outcomes. The learning carried out through this project will change the face of learning in the classroom which initially seemed conventional so it will look and seem more innovative. In this activity in the form of a project, students will carry out investigations and apply knowledge to produce products.

In the implementation of the Pancasila Student Profile Strengthening Project (P5), each educational unit can involve the community and the world of work to design and implement the Pancasila Student Profile Strengthening Project. Educators can continue to carry out project-based learning in subject activities (intracurricular). Intracurricular project-based learning aims to achieve Learning Outcomes (CP), while the Strengthening Pancasila Student Profile Project aims to achieve Pancasila student profile competency.

Therefore, the role of teachers, students and the school environment, especially the world of work in P5, is an ecosystem that is open to community participation and involvement, especially the world of work and school as learning that contributes to the environment and the world of work. This strengthens character and develops competence as superior and creative citizens so that students will later get the opportunity to become reliable workforce candidates in accordance with the needs of the industrial world. The Project for Strengthening the Profile of Pancasila Students (P5) can be realized according to the ideals of the Indonesian people and is expected to inspire students and all those interested in making a positive contribution and impact on the surrounding environment.

2. RESEARCH METHODS

The research method in this writing, the author uses descriptive methods. The descriptive research method is research on the object under study in the condition it is, according to the data obtained and then compiled and concluded. Meanwhile, this type of research data uses qualitative data. Qualitative data is data collected in the form of words or images rather than numbers.

Data collection methods, the author uses interviews, observation and documentation methods. The interview subjects were conducted with school principals, educators and students. Observations were carried out to obtain information regarding physical and non-physical conditions as well as the implementation or implementation of the Project for Strengthening the Pancasila Student Profile at Vocational School Muhammadiyah **Sampang. Documentation is carried out to obtain document information related to research.**

3. RESEARCH RESULTS AND DISCUSSION

3.1. Research Results

Implementation of the Project for Strengthening the Pancasila Student Profile. In implementing P5 there are several stages that must be passed so that implementation can be carried out well in accordance with existing guidelines. The stages of the Project for Strengthening the Profile of Pancasila Students at SMK Muhammadiyah Sampang include introducing the Project for Strengthening the Profile of Pancasila Students (P5) to the members of SMK Muhammadiyah Sampang, including preparing the school ecosystem and designing the project. In designing the project, these include designing the time allocation and dimensions of the Pancasila student profile, forming a project facilitation team, identifying stages of school readiness, selecting a theme, determining the topic, designing the project module and implementing the work title.

First, the allocation of time for the Strengthening Pancasila Student Profile Project (P5) at Muhammadiyah Sampang Vocational School, namely 288 lesson hours for class 10, 144 lesson hours for class 11 and 36 lesson hours for class 12. and implementation of lessons for the Strengthening Pancasila Student Profile Project (P5) At SMK Muhammadiyah Sampang it is implemented using a block system. Second, determine the P5 Dimensions. The dimensions chosen by SMK Muhammadiyah Sampang include Faith, Fear of Almighty God, Independence and Creativity. Third, create the composition of the Project Team for Strengthening the Profile of Pancasila Students (P5) at SMK Muhammadiyah Sampang consisting of the person in charge, coordinator and facilitator.

Fourth, determine the stages of school readiness. Sampang Muhammadiyah Vocational School is still at an early stage because the school does not yet have a system for preparing and implementing project-based learning and this is only known to teachers at Sampang Muhammadiyah Vocational School. Fifth, Determine the P5 Theme. 3 themes for class 10, 2 themes for class 11 and 1 mandatory theme for class 12. For class 10 the themes include local wisdom, building your body and soul, and work as a mandatory theme. Then for class 11, the theme is diversity and work as a mandatory theme, and class 12 has the theme of work as a mandatory theme. Sixth, determine the topic. The topics developed from the theme of local wisdom, namely contributing to preserving local culture, then for the theme of building one's body and soul, namely physical and mental well-being for global development, then for the theme of unity in diversity, namely introducing ethnic, cultural and religious diversity so that awareness arises of loving differences and fostering unity and for the work theme, namely preparing oneself to appear in the world of work.

Seventh, the Project Activities for Strengthening the Profile of Pancasila Students include Basic Corps Discipline Training carried out by class 10 for the theme of building the body and soul, then various activities such as regional dances, traditional games, regional songs, Hizbul Wathan, Tapak Suci are also carried out by class 10 with the theme of local wisdom, then for class 11 with the theme of diversity, carrying out several activities, including traditional clothing festivals, regional songs, regional dances, watching films and then evaluating the messages in the film and its characters and making infographics for diversity gallery exhibition on the title of work. Meanwhile, the class for the work theme is an industrial visit which will be held in mid-June.

Eighth, determine the time of activity P5. P5 activities at Sampang Muhammadiyah Vocational School in 2022 will begin with Basic Corps Discipline Training (LDDK) activities for class 10 with the theme of building the body and soul on 5 – 17 September 2022, then followed by activities with the theme of local wisdom. and Bhinneka Tunggal Ika on 14 – 26 November 2022. And followed by P5 activities with the 3rd theme, namely work theme, which will be held on 6 – 15 June 2023. And the Work Title will be held on 26 November 2022.

Obstacles faced in implementing P5 at SMK Muhammadiyah Sampang

Table 1
Obstacles faced in implementing P5 at SMK Muhammadiyah Sampang

No	Source Person	Constraint
1	Principal	1. This is new so teachers' knowledge about P5 is still limited 2. There are students who are less enthusiastic about learning
2	P5 Coordinator	1. This is something new so teachers' knowledge about P5 is still limited 2. There is quite a bit of additional equipment in the learning process and work degree so it requires additional costs 3. Students' abilities in capturing material vary 4. There are students who do not take part in P5 learning 5. Requires facilities in the form of loudspeakers during learning
3	Facilitator 1	1. There are students who are less enthusiastic about learning 2. It is something new so that the teacher's knowledge regarding P5 is still limited
4	Facilitator 2	1. There is quite a bit of additional equipment in the learning process and work title so it requires additional costs 2. There are students who do not take part in P5 learning 3. This is something new so teachers' knowledge about P5 is still limited

Obstacles in Implementing P5 at SMK Muhammadiyah Sampang

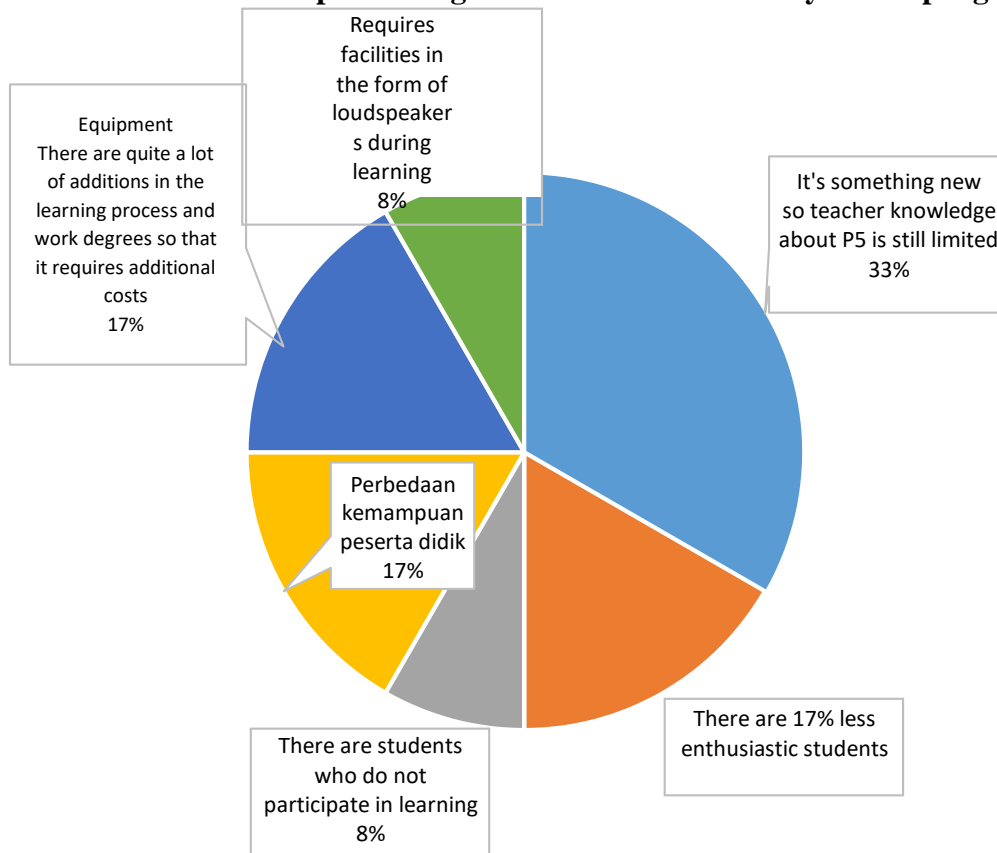


Diagram 1.

Percentage of Obstacles in implementing P5 at SMK Muhammadiyah Sampang

The diagram above shows that the biggest percentage of obstacles faced by SMK Muhammadiyah Sampang, namely P5, is something new so teachers' knowledge about P5 is still limited. And there are several obstacles with presentations of the same magnitude, namely the large amount of additional equipment in the learning process and work titles so that it requires additional costs, there are students who are less enthusiastic, and differences in students' abilities.

3.2 Discussion

Solutions for dealing with obstacles faced during the implementation of P5 at SMK Muhammadiyah Sampang.

To face existing obstacles, of course they must be resolved immediately by finding the best problem solving solutions, including:

To overcome the lack of teacher understanding regarding P5 because it is a new project. Therefore, not only students must be willing to learn, but educators must also learn from each other to learn new things, especially P5. Schools also need to hold socialization or training for educators. In implementing P5 learning, if making a project requires a lot of tools and materials, then a lot of money is also needed in the learning process. To overcome these obstacles, fees are held and utilize existing facilities both at the school and those owned by the students.

In the classroom there are of course various characters, different abilities of students, to overcome this, as an educator, of course you must be able to provide understanding or learning to students according to the students' interests and abilities. Students are less enthusiastic and less focused in participating in learning, there are some students who have not been studying for long

and want to play on their cellphones to play online games and view social media on their cellphones. To overcome this, educators must improve the quality of learning so that students do not feel fed up and bored.

There are students who do not take part in P5 learning for various reasons, such as illness, permission and some are even absent without explanation. To overcome this, educators, especially homeroom teachers, investigate the reasons why students do not participate in learning and provide warnings and sanctions if they do not participate in learning without explanation. There are several facilities and infrastructure that do not support or do not yet exist when implementing P5 learning at SMK Muhammadiyah Sampang. To overcome this, the educator/facilitator conveys to the leadership to complete the necessary infrastructure for learning.

4. CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that:

1. The stages of implementing P5 at SMK Muhammadiyah Sampang are starting from introducing P5 to the school community, preparing the school ecosystem then designing the project starting from designing the time allocation and dimensions of the Pancasila student profile, forming a project facilitation team, identifying school readiness, choosing a theme, determining the topic, designing project modules and implementing work degrees.
2. The obstacle with the largest percentage faced by SMK Muhammadiyah Sampang, namely P5, is something new so teachers' knowledge about P5 is still limited. Some of the obstacles with presentations are the same, namely the large amount of additional equipment in the learning process and work titles so that it requires additional costs, there are students who are less enthusiastic, and differences in students' abilities. Another obstacle is that students do not participate in learning and need facilities in the form of loudspeakers.
3. Solutions to overcome this include schools holding training for educators, making good use of existing facilities, improving the quality of learning, increasing students' understanding abilities, establishing communication with parents and completing facilities and infrastructure..

5. THANKYOU NOTE

Thanks are expressed to the Automotive Engineering Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University, Purworejo, all research respondents, as well as all parties who have helped with this research process and all parties who have played a role in completing this article.

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