

Implementation of the Project for Strengthening Pancasila Students Profiles on the Formation of Students' Character in Class X SMA Negeri 1 Mataram

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Abstract

The purpose of this study was to determine the Implementation of the Pancasila Learning Profile Strengthening Project on Student Character Building Class X At SMA Negeri 1 Mataram, the research method used qualitative methods. In this method, observations are made first before conducting interviews or direct observations in the field, this method is considered suitable for knowing how progressive or stages of P5 learning for learning citizens both formally and informally. The subjects used in this research were students at the 10th grade level of Senior High School at SMA Negeri 1 Mataram to find out how to implement the Pancasila Learner Profile in the classroom. The Pancasila Learner Profile Strengthening Project has 6 elements that we observe then it can be seen that Faith, Devotion to God Almighty and Noble Character, Independent Mutual Cooperation, Global Diversity and Critical Reasoning. After being observed qualitatively, it can be concluded that this method is indeed suitable or efficient for the character building of students in class 10. After conducting research in class X SMA Negeri 1 Mataram, information was obtained that the implementation of the Pancasila Student Profile Strengthening Project on character building of students in class X was less than optimal because there were various obstacles that caused a lack of understanding delivered by educators, including limited time that did not allow the implementation of the Pancasila Student Profile Strengthening Project

Abstrak

Tujuan penelitian ini adalah untuk mengetahui Implementasi Proyek Penguatan Profil Pelajaran Pancasila Terhadap Pembentukan Karakter Siswa Kelas X Di SMA Negeri 1 Mataram, metode penelitian menggunakan metode kualitatif. Pada metode ini dilakukan pengamatan terlebih dahulu sebelum melakukan wawancara atau observasi secara langsung di lapangan, metode ini dianggap cocok untuk mengetahui bagaimana progresif atau tahap-tahap pembelajaran P5 terhadap warga belajar baik itu secara formal maupun non formal. Subjek yang digunakan pada penelitian ini adalah peserta didik pada jenjang kelas 10 Sekolah Menengah Atas di SMA Negeri 1 Mataram untuk mengetahui bagaimana mengimplementasikan Profil Pelajar Pancasila di kelas. Proyek Penguatan Profil Pelajaran Pancasila memiliki 6 elemen yang kita observasi maka dapat diketahui bahwa Beriman, Bertaqwa dan kepada Tuhan Yang Maha Esa dan Berakhlak Mulia, Mandiri Gotong Royong, Berkhebinekaan Global dan Bernalar Kritis. Setelah diamati secara kualitatif maka dapat disimpulkan bahwa metode ini memang cocok atau efisien dilakukan terhadap pembentukan karakter peserta didik di kelas 10. Setelah melakukan penelitian di kelas X SMA Negeri 1 Mataram diperoleh informasi bahwa Implementasi Proyek Penguatan Profil Pelajar Pancasila terhadap pembentukan karakter peserta didik di kelas X kurang maksimal karena ada berbagai hambatan yang menyebabkan kurangnya suatu pemahaman yang disampaikan oleh pendidik, diantaranya terbatasnya waktu yang tidak memungkinkan untuk dilaksanakan dalam jangka waktu yang lama

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1. BACKGROUND

Humans are creatures created perfect by the creator. Humans also have special features compared to other creatures, humans are created to be intelligent, knowledgeable, faithful, and have different characters in society. The character possessed by humans includes their mental condition, character and morals. Characteristics can show how a person behaves. If someone behaves dishonestly, cruelly and greedily, it can be said that this manifests bad behavior. Likewise, behaving honestly, kindly and fairly can be said to manifest good behaviour.

The Pancasila Student Profile is one of the efforts to improve the quality of Pen
87education in Indonesia which prioritizes character formation. In the current era of globalization of technological progress, the role of values and character education is very much

needed to provide a balance between technological development and human development (Faiz & Kurniawaty, 2022). Strengthening the profile of Pancasila students focuses on cultivating character and abilities in everyday life instilled in individual students through school culture, intracurricular and extracurricular learning, projects to strengthen the profile of Pancasila students as well as Work Culture (Rahayuningsih, 2022). This is in accordance with the answer to the big question in the education system in Indonesia. The Pancasila student profile was created as an answer to one big question, about what kind of competencies the Indonesian education system wants to produce. These competencies include being competent, having character and acting in accordance with the values of Pancasila" (Makarim, 2022).

The application of the Pancasila student profile can be done through school culture, intracurricular learning, co-curricular and extra-curricular activities which focus on building character and abilities that are built in daily life and brought to life in each individual. School culture is the school climate, policies, interaction and communication patterns and norms that apply at school. Intracurricular activities include lesson content or learning experiences. What is meant by project is contextual project-based learning and interaction with the surrounding environment. Extracurricular activities are activities to develop students' interests and talents (Rahayuningsih, 2022).

character education is applied to these children, and emotional intelligence is the most important provision in preparing children to face their future. Intensive character formation and education of students is a must and cannot be postponed. This can be done if students have more time at school. So this allows teachers to provide direction, familiarization and guidance to students. For example, how to behave towards older, younger and peers.

Building a positive character, namely a character, a character that shows positive values in the life of society, nation and state. Building a positive character, namely a character, a character that shows positive values in the life of society, nation and state. Characters that are negative, namely character, are important. It is important to build character from an early age because in principle children are born in a state of nature, or if you think of it like a white paper whose writing can be filled with good writing or bad writing. Children accept every stroke wherever it is directed. If it is directed at good things then the child will behave with kindness so that he will be happy in this world and the hereafter. (Ministry of National Education Language Center, 2008: 682) Vice versa, if children are directed towards things that are not good, then the child will behave less well, for themselves and those around them. Parents do play an important role in cultivating a child's character, but not only parents and family have an influence on a child's character, but the surrounding environment also has an influence. Children don't always stay at home, half the time they spend time outside with their friends. Therefore, not a few children's characters are influenced by their playmates.

Apart from that, for children who have entered the world of school, they get to know new friends, who often bring bad characters so whether they realize it or not, they are followed by other children because of the intensity of meeting them almost every day. So the school environment also plays a role in forming a child's character. Unfortunately, some schools do not really pay attention to the characters of their students, usually the school only pays attention to their academic achievements. So the student's character has not been given much attention. (Jamaluddin, 2012: 170) the importance of building character, where schools are ready to instill character education so that children slowly have good character. Implementing character education in building student character so as to produce good student character is not easy and takes a long time. Education has two big goals, namely helping children become smart and helping them become good. This shows that education is a strategic tool in character formation because it has the aim of producing people who are intelligent and have character.

Education and character formation are very important things in a person's life, because character is one of the determinants of a person's success. Therefore, a strong and positive character needs to be formed well and carried out continuously. Education is not enough just to make children smart, but it must also be able to create noble values or good character

(Hidayatullah, 2010: 18). A child will become emotionally intelligent if character education is applied to the child, and emotional intelligence is the most important provision in preparing children to face their future. Intensive character formation and education of students is a must and cannot be postponed. This can be done if students have more time at school. So this allows teachers to provide direction, familiarization and guidance to students. For example, how to behave towards older, younger and peers.

2. RESEARCH METHOD

The research method used in this research is a qualitative method. In this method, observations are made first before conducting interviews or direct observations in the field. This method is considered suitable for finding out how progressive or the stages of P5 learning are for students, both formally and non-formally. The subjects used in this research were students in grade 10 of Senior High School at SMA Negeri 1 Mataram to find out how to implement the Pancasila Student Profile in class. And after observing it qualitatively, it can be concluded that this method is indeed suitable or efficient for forming the character of students in class 10.

3. RESULTS AND DISCUSSION

The results obtained from this observation are This P5 program can be applied at various levels of education, one of which is at SMA Negeri 1 Mataram in forming the character of students. Pancasila students profile is one of the mandates of the President of the Republic of Indonesia as stated in Minister of Education and Culture Regulation No. 20 of 2018 concerning determining the Pancasila student profile. In his direction and vision, he said that "the national education system must prioritize divine values, have strong character and noble morals, and excel in innovation and technology". The basic characteristics of the Pancasila Student Profile are: Faith, Devotion to God Almighty and Noble Character, Global Diversity, mutual cooperation, Creativity, Critical Reasoning and Independence.

Having faith, being devoted and to God Almighty has key elements, namely faith and spirituality. Both are used as a guide by humans to lead a better life. With faith, humans can be better prepared to overcome the various challenges they will face. Through faith and spirituality, students can also find their identity and form good character. The application of faith and spirituality carried out in class X by students is to always start and end learning with prayer.

Global Diversity is based on the motto of Our Country, Indonesia, namely *Bhinneka Tunggal Ika*. The real manifestation is the ability of students to love differences. Culture, religion, ethnicity, race, skin colour are forms of differences that must be loved by students. Through Global Diversity, students are taught to love and appreciate the differences that exist in the classroom. Don't make differences a joke, even as a comparison in class. In class, the teacher divides groups based on absences. In this way, they learn to get used to differences and learn to socialize.

Mutual Cooperation is the ability to carry out activities together in a team and collaborate to make all work easy, fast and light. The implementation carried out to build students' character is that the teacher divides the picket schedule every day and the students and the team on that day must work together to maintain the cleanliness of the class that day. Apart from that, in the learning process, the teacher divides groups based on absences and students have to discuss the material that will be observed together. And every group member has the right to provide input.

Creativity is the ability of students to produce something original, meaningful, useful and impactful. This ability can be realized in the ability to produce original ideas, works and actions. Through this, students create a work that can be enjoyed by everyone. And teachers give appreciation to students for having the courage to show themselves.

Critical Reasoning is the ability to solve problems and process information. The real form of critical reasoning is that students process information first before it can be accepted by their thinking. A child who reasons critically will analyse information before making a decision whether the information is acceptable or not. The ability to solve problems for children who think critically is done analytically. Basically, critical thinking or critical reasoning is defined as an

intellectual process by creating concepts, applying, synthesizing and/or evaluating information obtained through observation, experience, reflection, thinking and communication as a basis for believing and taking action (in Lismaya, 2019 : 8).

Independence is self-awareness of responsibility for the learning process and results. Students who apply independence are always aware of themselves, aware of their needs and shortcomings and aware of the situation or circumstances they face, students also have the ability to self-regulate which is manifested in the ability to limit themselves to things they like. In this case, students know when things they like can be done and cannot be done and finally, independent students will be motivated to achieve achievements.

Based on the results of the analysis of the literature study above, information was obtained that the implementation of the Project for Strengthening the Profile of Pancasila Students towards the formation of the character of students in class long time.

4. CONCLUSION AND ADVICE

Based on the results of the author's discussion regarding research on the Implementation of the Project for Strengthening the Profile of Pancasila Students on the Character of Class X Students at SMA Negeri 1 Mataram, the following conclusions are drawn:

The implementation of the Pancasila Students Profile Strengthening Project (P5) is very suitable for implementation at various levels of education, one of which is the Senior High School (SMA) level. As in high school, the character formation of students is formed significantly. The Pancasila Students Profile is one of the mandates of the President of the Republic of Indonesia as stated in Minister of Education and Culture Regulation No. 20 of 2018 concerning the determination of the Pancasila Students Profile. In his direction and vision, he said that "The National Education System must prioritize divine values, have strong character and noble morals, and excel in innovation and technology." The basic characteristics of the Pancasila Students Profile are: Faith, Devotion to God Almighty and Noble Character, Global Diversity, mutual cooperation, Creativity, Critical Reasoning and Independence.

Real Action The Strengthening Pancasila Student Profile Project is a program that aims to increase students' understanding of Pancasila and have a positive impact on their actions and behavior. The Pancasila Student Profile Strengthening Project Program (P5) has been implemented in all Indonesian schools. This program has several activities which include learning activities, character development, as well as awards and recognition. Learning activities include training and guidance about Pancasila and its values. Meanwhile, character development activities include social skills training and leadership abilities. For award and recognition activities, students who succeed in developing a positive attitude in implementing Pancasila values will receive awards and recognition from the school. In an effort to increase the Profile of Pancasila Students. Some examples of real actions that have been implemented in schools to strengthen the profile of Pancasila students in the independent curriculum, namely:

1. Character building

Aims to develop students' personalities as a whole, so that they can become individuals who have good and strong character, including the Pancasila character. In this program students are given material and intensive learning about Pancasila so that they can understand and appreciate the values of Pancasila in more depth.

2. Student Leadership Training

In this lesson, leadership is taught which is based on Pancasila values such as honesty, justice, cooperation and service. Students are given the opportunity to practice being leaders in school activities.

3. Extracurricular activities

In extracurricular activities such as scouting, arts and culture and sports, students are taught about Pancasila values indirectly.

Based on the results of the analysis of the literature study above, information was obtained that the implementation of the Project for Strengthening the Profile of Pancasila

Students towards the character formation of class to be implemented over a long period of time, due to the many internal school activities.

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