



Implementation Of Pancasila Student Profile Through Projects Contained Local Wisdom

Safrijal Safrijal^{1*}, Muhammad Saiful², Ulil Azmi³

¹ Department of Physics Education, Universitas Jabal Ghafur, Sigli, Aceh, Indonesia

² Department of Physics Education, Universitas Jabal Ghafur, Sigli, Aceh, Indonesia

³ Department of Physics Education, Universitas Jabal Ghafur, Sigli, Aceh, Indonesia

Email: safrijal@unigha.ac.id

ABSTRACT

Local wisdom is a perspective on how a community in a particular location lives in relation to its natural surroundings. One of the key issues identified in an initiative to boost Pancasila students' profile was culture and local knowledge. Six qualities major traits of the Pancasila Student Profile are: independence, critical thinking, creativity, global variety, devotion to God Almighty, and noble character. The purpose of the study is to broaden students' awareness of how local wisdom initiatives in elementary schools like Negeri 2 Garot are used to apply the Pancasila student profile. This study can be used as a guide to develop the Pancasila student profile project's policy and evaluation framework in elementary schools. A case study approach is used in the research, which is of the qualitative variety. This study's focus is on all aspects of project execution that improve Pancasila students' standing in the autonomous curriculum, including students, teachers, and school administrators. Techniques for gathering data include observation, documentation, and interviewing. Observations and Discussion: To improve the profile of Pancasila students, a project facilitator team was first assembled as part of the project planning process. Finding out whether the school is prepared to carry out the project is the second step in the planning process. Schools do not currently have a structure in place for planning and carrying out project-based learning. Even though many teachers are familiar with the idea of project-based learning, few of them actually use it in their lessons.

Keywords: *Local wisdom, Pancasila Student Profile, Project-based learning.*

1. INTRODUCTION

Local wisdom is a perspective on how a community in a particular location lives in relation to its natural surroundings. Project-based learning is used to help participants' students internalize Pancasila values in the educational setting. Students are given the chance to research and present a variety of significant themes and problems related to diverse topics in a project. According to the aforementioned goals, the Government The Pancasila student profile strengthening project (P5), a project-based learning innovation, was made possible through the Independent Curriculum Program. Specifically, the effort to strengthen student profiles, Minister of Education and Culture Regulation Number 22 2020 relates to the Pancasila Student Profile. Pancasila, or regional knowledge and culture [1]. Students that have the greatest amount of independence while learning will become more globally competent [2]. The Pancasila student profile dimensions are the core objective of the cross-disciplinary endeavor to strengthen the profile of Pancasila students [3]. The required characteristics include possessing high moral character, independence, critical thinking, creativity, reciprocal cooperation, and cultural diversity [4]. Students at Pancasila who are focused on profile reinforcement work to develop national character and practical skills [5]. The Pancasila student profile in schools, however, is still not ideal [6]. The Pancasila student profile embodies Indonesian students as lifelong learners with global competence and Pancasila-values-aligned behavior, as seen in the following illustration:



Figure.1 Profile of Pancasila Students

The following is a description of the six characteristics:

1. Have faith, love the Almighty God, and behave honorably kids from Indonesia who are devout to God Almighty, have high morals, and are religious Noble is a student who respects God Almighty and has morality. He has a strong comprehension of religious doctrine and practices and applies it to his daily activities.

2. Global diversity

Indonesian students uphold their noble culture, locality, and identity while continuing to be open-minded while dealing with different cultures. By doing this, they foster emotions of respect for one another and the potential to create a positive and noble culture that is compatible with the noble culture of the country.

3. Work together

Indonesian students are able to cooperate, namely the capacity to carry out tasks cooperatively so that the tasks can be completed easily, quickly, and lightly.

4. Independent

Indonesian students are independent learners who are in charge of their own processes and academic results.

5. Critical reasoning

Students that are able to think critically are able to handle good qualitative and quantitative information objectively, creating connections between different types of information, analyzing information, and making judgments.

6. Creative

Students that are creative can make changes and create something new that is impactful, meaningful, and valuable. The Independent Curriculum's emphasis on learning with freedom aims to reform education and create a better generation [7]. The ability of students to learn freely increases with their level of competency [8]. Strengthening character nation and the capacity to apply it in daily life are the main goals of improving the Pancasila student profile [9]. Through the local wisdom project at Garot 2 State Elementary School, this study aims to increase students' knowledge of using student profiles Pancasila. This research can be used as a reference for establishing policies and evaluation systems for the implementation of student profile projects Pancasila at school.

2. METHOD

Research of this kind, using a case study methodology, is qualitative. A study methodology called qualitative research uses the same techniques as classic social, behavioral, and health sciences research [10]. Study This was done at the Garot 2 state primary school in the Aceh Province's Pidie District. This study's focus is on the students, teachers, and school administrators who are all involved in the Pancasila student profile strengthening projects' integration into the autonomous curriculum.

Interviewing, observing, and documenting are used as data collection methods. The principal and the classroom instructor were the subjects of two informant interviews. The goal of the interview was to learn more about the local wisdom project at Garot 2 state elementary school that was used to apply the Pancasila student profile.

In order to learn more about the Pancasila student profile's local application at Garot 2 State Elementary School, observations were made both during the pre-research phase and throughout the research phase. The documentation created takes the form of pictures, pictures pictures obtained throughout the two informants' interviews with the researcher.

After gathering the field data, reduce the amount of data by summarizing, categorizing, or coding it before rejecting any that are deemed unrelated to the study question. The information is then presented as narrative prose in accordance with the structuring done to make the material understandable. After the data is reviewed, the final conclusion is made regarding the suitability of the Pancasila students' profile project execution in the autonomous curriculum.

3. RESULTS AND DISCUSSION

3.1. Implementation of the Independent Curriculum

The independent curriculum at Garot 2 State Elementary School has started to be implemented in the 2022–2023 academic year in order to realize the school's vision by involving all parties and collaborating on the basis of student-centered principles to develop their competencies to become human beings who believe in and are devoted to God Almighty, have noble character, be healthy, knowledgeable, capable, creative, independent, have noble character and morals, and become. The Pancasila student profile, on the other hand, is a graduate profile that tries to demonstrate the moral character and academic proficiency that students are predicted to attain through enhancing the admirable principles of Pancasila. The Pancasila student profile is emphasized in an autonomous curriculum that is put into place by Decree of the Minister of Research, Technology, and Higher Education No. 56 of 2022 in an effort to enhance and promote student character [11]. The following are the findings from interviews with two homeroom teachers for class IV at Garot 2 State Elementary School regarding the Pancasila student profile's implementation, which was done using several aspects of the Pancasila student profile: (a) The admirable quality of having confidence in and devotion to the Almighty God: learning about religion; becoming accustomed to duha prayers; becoming accustomed to midday prayers; reading Asmaul Husna before learning; (b) Features of the world's diversity: using a spirit of mutual respect, engaging in conversation in groups that include both men and women, and mingling and communicating without prejudice; (c) autonomous aspect: Assign tasks or homework to pupils, and provide resources for autonomous cleaning by students; Aspect of reciprocal collaboration (d): Coordinating reciprocal cooperation inside the school; (e) Elements of critical thinking: Encourage pupils to explore the campus and take in the surroundings. Create mind maps that are as imaginative as you can, and analyze issues in the educational environment to find answers and offer thoughts on potential advancements.

3.2. Implementation of the Pancasila Student Profile Through the Local Wisdom Project

To improve the profile of Pancasila students, a project facilitator team was first assembled as part of the project planning process. where the mobilizer teachers, religion teachers, PJOK teachers, class 1 teachers, and class 4 teachers make up the facilitator team. Where the project implementation coordinator for class 1 is the teacher in that class, and the project implementation coordinator for class 4 is the teacher in that class. In addition to overseeing the project, the coordinator must inform the community of the educational unit and the parents of the children about the initiative to raise the visibility of Pancasila pupils. Finding out whether the school is prepared to carry out the project is the second step in the planning process. Schools do not currently have a structure in place for planning and carrying out project-based learning. Although many educators are familiar with the idea of project-based learning, It has only been used in a few teachers' lessons. Establish the project's size, subjects, and time allotment in the third stage in order to enhance Pancasila students' profile. Where project dimensions and themes are chosen after careful consideration, this resulted in the theme of Local Wisdom, which was given the moniker My Food and My Culture. The project's dimensions include independence, interdependence, and global variety. Where the job will be completed every Saturday at the designated time by five JPs. The fourth stage involves creating a project module using the project module offered by the Ministry of Education and Culture to enhance the profile of Pancasila students. Project module development takes into account both student characteristics and the state of preparation at the institution. The creation of a profile project assessment is the last step in the planning process for the Pancasila student profile project. There are two different kinds of evaluation:

formative assessment and summative assessment. Summative assessments are completed at the conclusion of project activities, whereas formative assessments are completed frequently throughout each project's implementation. Students will conduct a group reflection on the activities they have engaged in and a self-reflection on their understanding of traditional meals at the conclusion of the project. By organizing a learning festival, the series of project activities to raise the visibility of Pancasila students came to an end. An exhibition or labor harvest are two ways to celebrate learning. However, due to a lack of resources to conduct this activity, Garot State Elementary School 2 did not hold an exhibition. create graduates who are capable and follow moral principles [12]. To integrate the Pancasila student profile in pupils, the adoption of this new curriculum demands cooperation, a strong commitment, seriousness, and true execution from all involved [13]. As a new curriculum, the Merdeka Curriculum necessitates teacher and student preparedness, including technology adaption. Given that the government-prepared learning resources are all available in one digital format, teachers may learn a lot to get ready to adopt the Independent Curriculum [14]. The Pancasila student profile project was created to help students develop the kind of character that is consistent with Pancasila values. implementation of planting projects Character development can enhance verbal, written, visual, and kinesthetic senses.

4. CONCLUSION

Based on the research above, it can be concluded that Garot 2 State Elementary School has implementing the independent curriculum starting in the 2022/2023 academic year. The implementation of the independent curriculum is carried out in class I and class IV. Meanwhile, class II, III, V, and VI still use the 2013 curriculum. There are several stages in designing project to strengthen the profile of Pancasila students on the theme of local wisdom, these stages including: The project planning process is by forming a team of project facilitators strengthening the profile of Pancasila students; The process of identifying school readiness in running the project; Determining the dimensions, themes and allocation of the profile strengthening project Pancasila students; Developing a project module to strengthen the profile of Pancasila students; and Stage The last is the development of assessments for the project to strengthen the profile of Pancasila students, assessments consists of two types, namely formative assessment and summative assessment. Educational cultivation through the Pancasila student profile project which is integrated with local wisdom, namely the right step.

REFERENCES

- [1] Nurhuda A, Ab TE, Ansori IH. The Role of the Pancasila Student Profile in Building the Civilization of the Indonesian Nation. *Journal of Learning and Educational Policy (JLEP)* ISSN: 2799-1121. 2023 Apr 4;3(03):5-11.
- [2] Vhalery R, Setyastanto AM, Leksono AW. Independent Learning Curriculum Independent Campus: A Literature Review. *Research and Development Journal of Education*. 2022;8(1):185.
- [3] Naibaho, T., Sinaga, S. J., Simangunsong, V. H., & Sihombing, S. Cake Exploration Traditional Toba Batak Against Geometry Concepts. *Journal of Mathematics Education Judicial Education*. 2022;5(1), 42–48.
- [4] Rusnaini, R., Raharjo, R., Suryaningsih, A., & Noventari, W. Profile Intensification Pancasila Students and Its Implications for Students' Personal Resilience. *Journal of Resilience National*. 2021;27(2), 230.
- [5] Rahayuningsih, F. Internalization of Ki Hajar Dewantara Dalam's Educational Philosophy Realizing the Pancasila Student Profile. 2021;1(3), 11.
- [6] Kahfi, A. Implementation of the Pancasila Student Profile and its Implications Student Characters at School. *DIRASAH (Journal of Islamic basic thought and education)*. 2022; 5 No. 2, 14.
- [7] Angga, A., & Iskandar, S. Principal Leadership in Realizing Independence Studying in Elementary School. *Basicedu Journal*. 2022; 6(3), 5295–5301.
- [8]. Marisa, M. Curriculum Innovation "Independent Learning" In The Era Of Society 5.0. *Santhet; Journal of History, Education and Humanities*. 2021; 5 No. 1, 13.

- [9] Rahayuningsih, F. Internalization of Ki Hajar Dewantara in Educational Philosophy Realizing the Pancasila Student Profile. 2021;1(3), 11
- [10] Creswell, J. W. 30 Essential Skills for Qualitative Researchers. References Student. 2018.
- [11] Decree of the Minister of Research, Technology and Higher Education No. 56 Years. About the independent curriculum. 2022.
- [12] Rahayu, R., Rosita, R., Rahayuningsih, Y. S., Hernawan, A. H., & Prihantini, P. Implementation of the Independent Learning Curriculum in Driving Schools. *Basicedu Journal*. 2022; 6(4), 6313–6319.
- [13] Sumarsih, I., Marliyani, T., Hadiyansah, Y., Hernawan, A. H., & Prihantini, P. Analysis Implementation of the Independent Curriculum in Primary Schools. *Journal Basicedu*. 2022; 6(5), 8248–8258.
- [14] Septiana, A. R., & Hanafi, M. Strengthening Teacher Readiness and Literacy Training Digital in the Implementation of the Independent Curriculum. *JOONG-KI: Journal of Service Society*. 2022;1(3), 6.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

