



Manifestation of The Pancasila Student Profile Strengthening Project as A Meaningful Learning : A Case Study

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Abstract: This study examines the implementation of the Pancasila Student Profile Strengthening Project at SMAN 4 Bandung as a form of meaningful learning. This research used a qualitative approach with a case study method. Data were obtained through observations, interviews, and document analysis related to the project's implementation. Analysis of data using triangulation technique to reconfirm every data from a different view. The results showed that the Pancasila Student Profile Strengthening Project was designed to develop students' character and competence in accordance with Pancasila values. Students learn through direct experience and contextual cross-disciplinary projects relevant to their daily lives. Research orientation, case study, planning design, and implementation action designed in an exploratory and collaborative manner encourage students to hone their critical thinking skills, collaboration, and independence.

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Introduction

Change in modern life today is unstoppable. Social changes due to modernity and globalization bring progress but also have the potential for destruction. The development of technology, information, and the spread of mass culture influences established values. Technology and reasoning will be an argument for modernity as a 'progress' that brings the value of modernity (Savransky & Lundy, 2022). In the Indonesian context, we face an identity crisis where the impact of unstoppable globalization and modernization is eroding the national character.

The Ministry of Education and Culture responds to developments in global issues through curriculum change policies. Encouraged by the conditions of the Covid-19 pandemic, which caused students to lose learning, the Kurikulum Merdeka was prepared as an emergency curriculum (Rahmadayanti & Hartoyo, 2022). Changing the form of the curriculum is a strategic form of renewing learning content in response to changing times. The Kurikulum Merdeka is an improvement from 2013 which is adapted to the post-pandemic conditions of society and students and is characterized by creativity-based flexibility for character development (Mulyasa, 2023). The flexibility of the Kurikulum Merdeka refers to special conditions in responding to heavy student loads with learning characteristics based on the Pancasila Student soft skills and character development project and learning focused on main material with a more flexible structure (Iskandar et al., 2023). One of the flagship programs of the independent curriculum is the Pancasila Student Profile Strengthening Project (Proyek Penguatan Profil Pelajar Pancasila – P5), where students carry out a program in the form of a project to have character and values that are in accordance



with Pancasila—the Pancasila Student Profile Strengthening Project is a characteristic of the independent curriculum. Thus, the successful implementation of the Pancasila Student Profile Strengthening Project program is an indicator of the success of implementing the independent curriculum (Fitriya & Latif, 2022).

The Strengthening Pancasila Student Profile Project presents novelty and spread in Indonesia's learning circumstances and character education. Character education in the Kurikulum Merdeka through the Strengthening Pancasila Student Profile Project policy is carried out separately using an allocation of 20%-30% of learning hours that includes character values (Hamzah, Mujiwati, Khamdi, Usman, & Abidin, 2022). The Pancasila Student Profile is formulated to show that Indonesian students are competent lifelong learners with character and behave according to Pancasila values (Irawati, Iqbal, Hasanah, & Arifin, 2022). The speciality of the Strengthening Pancasila Student Profile Project is that it adopts ideas from a national education figure, namely Ki Hadjar Dewantara. The Pancasila Student Profile aligns with Ki Hadjar Dewantara's liberating educational ideals to build attitudes that dare to think, behave and act sovereignly with the values of Pancasila (Irawati et al., 2022).

Strengthening character and values based on the Pancasila student profile is implemented with the participation of many components. Project activities to strengthen the Pancasila student profile prioritize student involvement with the role of teachers as facilitators so that the implications can be the development of ways of thinking and behaving in accordance with the dimensions of the Pancasila Student Profile being developed (Zuhriyah, Subandow, & Karyono, 2023). Project activities for Strengthening the Profile of Pancasila Students are not part of the subject, so all teachers have a role in implementing the Project for Strengthening the Profile of Pancasila Students as a major school project (Ulandari & Rapita, 2023). The role of school principals, teachers and parents is very important in the success of the Strengthening the Pancasila Student Profile Project by mentoring, facilitating and providing support to students (Santoso, Damayanti, Murod, & Imawati, 2024).

The planning elements, processes and results of the Pancasila Student Profile Strengthening Project, which involve many parties, make the process of all activities carried out structured and integrated. Implementation of the Pancasila Student Profile Strengthening Project to strengthen student character includes the stages of design, management, assessment processing and reporting of results, evaluation, and follow-up (Ulandari & Rapita, 2023). The implementation of the Project for Strengthening the Profile of Pancasila Students can be carried out in a holistic, comprehensive and integrated manner by combining the Project for Strengthening the Profile of Pancasila Students into an extra-curricular lesson material (Safitri, Wulandari, & Herlambang, 2022).

So, holistic, comprehensive and integrated project activities can encourage the achievement of structured learning projects. Character education, which is encouraged through the Strengthening the Pancasila Student Profile Project by schools, is required to carry out activities that are contextual and relevant to the social conditions, surrounding problems and cultural environment of students so that there is a diversity of themes and results from the projects organized by each school (Hamzah et al., 2022). The Pancasila Student Profile Strengthening Project hopes for students' ability to take real action and critique current issues so that they can play an active role and make a real contribution to the surrounding environment (Nahdiyah, Arifin, & Juharyanto, 2022). The cultivation of character values is not limited to cognitive aspects, but also to the internalization and direct experience of students in society, the formation of attitudes and behavior in accordance with national identity (Hamzah et al., 2022; Nahdiyah et al., 2022).



The implementation of the Pancasila Student Profile Strengthening Project, which focuses on school flexibility and creativity to stimulate student character development, still leaves misconceptions that can reduce the meaning and main objectives of this independent curriculum. There is a study which examines that although the Project for Strengthening the Profile of Pancasila Students aims to provide learning in a flexible, interactive and solution situation to strengthen the competency of the profile of Pancasila students, there is a response that the cognitive aspect is the main priority in this Project for Strengthening the Profile of Pancasila Students (Fitriya & Latif, 2022). Projects are designed so that students can carry out investigations, problem-solving and decision-making within a scheduled period to produce products and/or actions so that the project's final result does not have to be a product. However, there is a misconception that the end of the Strengthening Pancasila Student Profile Project is a product (Fitriya & Latif, 2022).

The preliminary study above is not intended to blame the role of schools and teachers in digesting programs from the independent curriculum. However, the study above shows that the big role of schools is in presenting the relevance of problems, the flexibility of ideas and ideas, and the creativity of teachers in carrying out their role as facilitators. So, the diversity of projects from each school is the aim of the Strengthening Pancasila Student Profile Project. The understanding of schools and teachers in making decisions regarding the Strengthening Pancasila Student Profile Project, which is carried out based on the characteristics of the surrounding environment, is interesting to study.

As one of the favorite schools in urban areas, SMA Negeri 4 Bandung drive the Strengthening Pancasila Student Profile Project alongside the dynamics and complexity of social problems in urban areas. Students' background, current issues on the young generation, perception, and motivation in urban areas like SMA Negeri 4 Bandung offer uniqueness and diversity, especially today with the school zonation policy. So, it is very important to explain how schools respond to the dynamics and current social problems of students in urban areas according to the implementation of the Strengthening Pancasila Student Profile Project. This article also enriches the discussion about the program, which has been discussed in the primary school context.

Research Method

This research used a qualitative approach to provide a clear and in-depth picture of the manifestation of the Pancasila Student Profile Strengthening Project in creating meaningful learning. Through qualitative research, data search focused on processes that had occurred (Creswell, 2010). The qualitative approach used the case study method to explore a case in depth. Case studies function to explore information in real situations that occur (Denzin & Lincoln, 1994). The case study in this research was carried out on activities carried out by SMA Negeri 4 Bandung in carrying out the Strengthening Pancasila Student Profile Project activities.

The location of the research was SMA Negeri 4 Bandung. As one of the favorite high schools in the center of Bandung City, SMA Negeri 4 Bandung has implemented the Kurikulum Merdeka and the Pancasila Student Profile Strengthening Project. Thus, the characteristics of the social environment in urban areas with its status as a favorite school provide its uniqueness which can impact choosing a project theme. The subject of this research is school management, represented by the vice principal, subject teachers and students as the main informants. With the triangulation technique, the data sources above can complement each other and confirm supporting data.



Apart from triangulating data sources, data collection techniques were also carried out using triangulation techniques by conducting observations, interviews and documentation. Observations were carried out by observing the implementation process of the Strengthening Pancasila Student Profile Project. Interviews were conducted using triangulation techniques with management, subject teachers and students. Documentation is carried out by studying documents related to the Project for Strengthening the Pancasila Student Profile in the form of project modules, evaluations, and project results.

Analysis data in this research using the interacting model by Miles and Huberman which data collected from observation, interviews and documentation is processed through three processes: data reduction, data presentation and conclusion drawing (Nurunnada et al., 2023). Data validity is carried out using triangulation techniques of data collection and data sources to ensure the validity of the data. Data source triangulation techniques can make data rich and thick (Fusch, Fusch, & Ness, 2018).

Results and Discussion

SMA Negeri 4 Bandung carried out the Project for Strengthening the Profile of Pancasila Students with the chosen theme being "Build the Body and Soul" with several sub-themes: 1) Physical and mental health; 2) Personal well-being; 3) Bullying; 4) Drugs; 5) Pornography; and 6) Reproductive health. The steps for implementing the Strengthening Pancasila Student Profile Project carried out by teachers and students are in the form of: 1) Socialization; 2) Problem orientation; 3) Case studies; 4) Planning; and 5) Implementation of actions. The Pancasila Student Profile Strengthening Project carried out at SMAN 4 Bandung was carried out using a block system. This means that the allocated activity time provided is 150 learning hours (JP) carried out in 3 learning weeks taking up time for teaching and learning activities. So, during the project period, there are no learning activities in general learning subjects, but teachers and students focus on working on the project.

Research Orientation, Case Study, and Planning Design

The big theme, "Build your Body and Soul", with the special topic "Physical and Mental Health", was designed by a team of teachers with considerations based on the conditions of students and the surrounding environment. Being aware of one's abilities, dealing with pressure, working productively, and contributing to the environment are elements of mental health that are important for teenagers to have during adolescence as a transition period from childhood to adulthood. With this foundation, students are challenged to create projects in real action that are documented and socialized in various forms that promote mental health.

At the implementation socialization stage, the teacher socializes the project themes and topics and the assessment mechanism to students during 1 meeting. Then, the teacher facilitates dividing class members into several groups. The next stage is a problem orientation meeting in 2x meetings to stimulate students regarding the study topic. At this stage, the teacher's role remains dominant in providing stimulus and understanding to students regarding mental health. Assisted by the Guidance & Counseling (BK) teacher, the teacher delivers material and several examples of problems to arouse students' interest in exploring the topic to be studied.

The next stage is a case study with 1 meeting to identify problems in the surrounding environment. At this stage, the teacher acts as a facilitator and guide to ensure that the discussion by students remains on track. Students hold discussions to determine the case study sub-topics that will be discussed, determine the activity schedule, determine the



committee, and start implementing the case study according to the agreed schedule and committee. Students submit progress reports to the teacher whom the supervising teacher responds to to provide feedback.

At the planning stage, 3 meetings were held to create a strategy for implementing the actions or products that would be produced in the project. Students choose a case study or issue to be discussed, look for various references related to the selected case study, discuss the action to be taken, and discuss the technical implementation of the action. Student independence and group cooperation are highly emphasized at this stage because students can work according to the specified topic. At this stage, teacher involvement is important to accompany students' independent learning process. The role of SMAN 4 Bandung teachers carried out in the Strengthening Pancasila Student Profile Project is in accordance with the teacher's task in responding to the Industrial Revolution 4.0 to design relevant implementation strategies to facilitate students to achieve new literacy skills (Anggraini, Yulianti, Faizah, & Pandiangan, 2022). Problem orientation, case studies and planning are prepared in groups accompanied by teachers through assistance with literature studies and analysis of relevant problems so that students are trained in digital literacy scientifically.

The SMAN 4 Bandung education unit showed a good attitude in implementing the Pancasila Student Profile Strengthening Project. Schools need to be open to receiving input, respecting differences, committed to improvement efforts, and maintaining curiosity (Mery, Martono, Halidjah, & Hartoyo, 2022). Problem searches and literature studies in action planning are carried out in collaboration with various components, including teachers, students and school management. The aim of implementing the Pancasila Student Profile Strengthening Project is to strengthen students' character (Ulandari & Rapita, 2023). So, the attitudes reflected in all components of SMAN 4 Bandung show the strengthening of the student's character.

Implementation of Actions as a Reflection of Character

Project Based Learning is the right strategy to improve Pancasila Student Profile by increasing motivation, collaboration, communication, critical thinking, and creativity (Dewi, 2022). Implementing the action is the core activity of the Strengthening Pancasila Student Profile Project with time allocated for 6 meetings filled with socializing the work/products of the activity. At this stage, the teacher is a facilitator who monitors, accompanies and encourages students to carry out scheduled actions. Meanwhile, students become the main actors at the action stage by carrying out organized actions in a fair, democratic, independent, documented and structured manner. The evaluation and revision process based on the implementation of the action is carried out at the end of the activity.

At this action stage, the work/product produced is a poster that is presented to classmates using PowerPoint media. According to one of the students, the Pancasila Student Profile Strengthening Project activity was carried out with each student's initiative and creativity so that students learned a lot about managing a group to achieve goals. The division of roles in groups helps students complete the project optimally.



Figure 1. Examples of Poster Work

The image above is one of the poster works from one of the groups in the Strengthening Pancasila Student Profile Project. The poster, done through group dynamics, was presented in front of his friends to provide a direct explanation of the message and intent to be conveyed through a poster. The presentation is made in class, witnessed by students, and given comments by the teacher as examiner. The final action in presenting the poster is not only presenting the art and message of the poster. Presenting the poster also train the student to communicate properly. By presenting the poster, students will learn scientific communication, information, listening and observation, scientific writing, and representation knowledge skills (Fatah, Negeri, & Cilegon, 2023).

The action activities of the Strengthening Pancasila Student Profile Project are felt by students as activities full of benefits and meaning. Informant A felt the benefits of increasing knowledge, practising self-confidence, teamwork, responsibility, and public speaking skills. Likewise, informant B felt the benefits of speaking, problem-solving and collaboration skills. Informant C also agrees with the statement above with the addition of improving time management skills. Informant D perceives the Pancasila Student Profile Strengthening Project as character and social skills education with various activities that can develop students' personalities. Informants E and F felt the benefits of practicing leadership and responsibility. Understanding the Pancasila Student Profile will increase the quality of education and create a generation with great character and nationalism (Hijran & Fauzi, 2023). So, by understanding the values of the project, student participation will benefit character development.

For subject teachers as facilitators of the Pancasila Student Profile Strengthening Project, new experiences in action activities have various advantages. For teacher Z, the Pancasila Student Profile Strengthening Project develops 21st-century competencies required to think creatively by solving a problem based on a set theme. For teacher Y, project activities enable students to gain relevant knowledge and skills for the development of the current generation. For teacher X, the variety of thematic project work can develop students' courage, independence and self-confidence. For teacher W as Deputy Principal for Curriculum, the Student-oriented Pancasila Student Profile Strengthening Project activities encourage active student participation. Students are encouraged to think innovatively, facilitated by teachers as assistants who organize and supervise students' learning activities through projects.



The success of the Strengthening Pancasila Student Profile Project can occur if educators, students and the school environment can mutually optimize their roles (Mery et al., 2022). At SMAN 4 Bandung, each main component carries out its role well because all components realize the importance of the benefits of the Pancasila Student Profile Strengthening Project. Students interpret cooperation, collaboration, responsibility and independence as competencies that can be realized from projects, interpreted by teachers to facilitate students, and interpreted by school management as part of a program that will support student development.

Conceptual and contextual phases of the project give students freedom and flexibility to learn effectively and actively (Winanti, Yuliyani, & Agoestanto, 2018). The context in this case in SMAN 4 Bandung, which is in urban areas, is the diversity and mental health issue. With the topic of mental health, students will understand that every person has various mental health problems. In mental health awareness, students learn to be aware of the difference. This also could be an effective social work practice to develop multicultural competence (Hall & Theriot, 2016).

Flexibility and freedom for students to explore their potential within discussing related topics have a positive impression that makes them understand the essentials of the project. For the teacher, this project allowed them to observe and recognize the social issues. Teachers and school principals encourage themselves to have social responsibility, affective, meaningfulness, and problem-solving skills. That character could be related to pedagogical content knowledge that will affect students' behavior (Abidin, 2019). So, every stakeholder in the project will develop themselves to improve the quality of learning. In this project, students should increase their motivation to reach the learning objectives (Rachmawati, Marini, Nafiah, & Nurasih, 2022).

Conclusion

The results of the study conclude that the Pancasila Student Program Strengthening Project is designed to develop the character and competence of students in accordance with Pancasila values. Through project-based learning, students can learn through direct experience and contextual cross-disciplinary projects according to students' daily lives. Through various activities designed in an exploratory and collaborative manner, students can be encouraged to hone their skills in critical thinking, working together and independently. Strengthening the Pancasila Student Profile Project with the privilege of freedom for teachers and schools to adapt project modules according to the context and needs of students. SMAN 4 Bandung prepared a project module with the theme "Build the Body and Soul", taking the topic of mental health into account in the context of mental health issues that are relevant to students and the school environment. In this way, learning becomes relevant and meaningful by carrying out real actions collaboratively with the teacher's maximum role as a companion and facilitator.

Recommendation

It is hoped that this research can become a stepping stone for further exploration regarding the implementation of the Strengthening Pancasila Student Profile Project. Furthermore, research can be focused on a long-term basis to measure the effectiveness of the Pancasila Student Profile Strengthening Project. Thus, this study can help understand the extent to which the project has an impact on the development of students' character and competencies in the long term. This research is also expected to be an effort to increase



community and stakeholder involvement in the Strengthening Pancasila Student Profile Project, including involving parents, local communities and related parties to support the learning process and character development.

This study gives recommendation for schools principals and teachers that is very important for schools to identify the circumstance of the students environment and current issues, The capability of school to identify that circumstance will make a proper decision to choose topic for the Strengthening of Student Pancasila Profile Project. For educational curriculum policy, flexibility of school to choose the right program for students depends on the openness and awareness of school principal. So, the recommendation is to made a specific procedure to make schools do an observation before decide the program.

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