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# An Analysis of Elementary School Students' Character Building through The Pancasila Student Profile Strengthening Project

**Syarifah Fadillah [1], Mai Yuliastri Simarmata [2], Dwi Fajar Saputri [3]**

[1] IKIP PGRI Pontianak, Indonesia; syffadillah@gmail.com;
[2] IKIP PGRI Pontianak, Indonesia; Maiyuliastrisimarmata85@gmail.com
[3] IKIP PGRI Pontianak, Indonesia; dfsaputri20@gmail.com

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**ABSTRACT**

The Pancasila student profile refers to the development of character and abilities within a school setting, which includes the implementation of the Pancasila student profile strengthening initiative. This study seeks to provide a description of the outcomes of implementing the Pancasila student profile strengthening project, specifically focusing on promoting a sustainable lifestyle to develop three dimensions: (1) fostering faith, devotion to God, and noble character in relation to both moral values towards nature and personal conduct, (2) encouraging creativity in terms of generating original works and actions, and (3) promoting collaboration among students. This study employs Research and Development methodologies. The data for this study was collected from a sample of 4 teachers and 120 children in grade 4 at an elementary school in Pontianak. The findings indicated that the activities conducted by students during their involvement in the Pancasila student profile strengthening project have the capacity to develop the character or competency of the third Pancasila student profile in those specific aspects.

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**Corresponding Author:**
Syarifah Fadillah
IKIP PGRI Pontianak; syffadillah@gmail.com

## 1. INTRODUCTION

There were number of national and international studies reveal that Indonesia has experienced a learning crisis that has been studying over a period of time. The study reveals that the majority of Indonesian children failed to understand simple reading or even apply basic mathematical concepts (Kemendikbudristek RI, 2022). This condition then got worse due to the emergence of the Covid-19 pandemic. The teaching and learning process has been switched to online that made the learning process less exciting which in turn impact their learning outcomes (Arlinda et al., 2022; Rahman et al., 2022). To break these obstacles, the government, through the Ministry of Education and Culture has made systemic changes, one of which is through *Kurikulum Merdeka* or independent curriculum (Kemendikbudristek RI, 2022; Rizki & Fahkrunisa, 2022).

Independent curriculum began to be applied in *Sekolah penggerak* in the 2021/2022 school year, and then it was further applied in several schools that registered their schools to implement an independent curriculum independently in the 2022/2023 school year (Mendikbudristek RI, 2021). One of the

characteristics of independent curriculum is the existence of the Pancasila student profile strengthening project, whose portion is approximately 30% of all class hours carried out at school (Mendikbudristek RI, 2022).

The vision of Indonesian Education is to realize an advanced Indonesia that is sovereign, independent, and personality through the creation of Pancasila students, as stated in the Regulation of the Minister of Education and Culture, number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture 2020-2024, that: Pancasila students are the embodiment of Indonesian students as lifelong students who have global competence and behave in accordance with Pancasila values, with six dimensions, namely: (1) faith, piety to God almighty, and noble character, (2) global diversity, (3) cooperation, (4) independence, (5) critical reasoning, and (6) creative field (Rusnaini et al., 2021). These six dimensions have come to be known as the Pancasila student profile.

The basis of the Pancasila student profile is a character and ability built-in educational units through school culture, intra-curricular learning activities, the Pancasila student profile strengthening project, and extracurricular activities field (Sufyadi et al., 2021). The Pancasila student profile strengthening project is a cross-disciplinary project that is contextual and based on community needs or problems in the school environment (Nurdyansyah et al., 2022). The Pancasila student profile strengthening project uses a project-based learning approach, but it is different from project-based learning in intra-curricular activities. This project has sort of activities to build the Pancasila student profile with a certain theme. Project work contains complex tasks based on issues as the first step in collecting and integrating new knowledge based on their experience in real activities and requires students to carry out activities to design, solve problems, make decisions, carry out investigative activities, and provide more chances for students to work independently and in groups (Umi, 2015).

The Pancasila student profile strengthening project does not replace the project-based learning approach that has been implemented by some teachers. The project could be subject-based or as an integrated unit of two or more subjects. Teachers can still continue learning that supports the strengthening and development of these competencies (Sufyadi et al., 2021). By doing so, it is hoped that education can improve the quality of human resources. Project-based learning can still be carried out by teachers in intra-curricular activities that aim to achieve learning outcomes.

Based on the Decree of the Minister of Education, Culture, Research and Technology number 56/M/2022, the Pancasila student profile strengthening project is a project-based co-curricular activity designed to strengthen efforts to achieve competence and character in accordance with the Pancasila student profile. The formulation of competencies to be achieved for each dimension is regulated in the decision of the head of the education standards, curriculum, and assessment agency of the Ministry of Education, Culture, Research, and Technology, number 009/H/KR/2022. The education unit can plan the implementation of the Pancasila student profile strengthening project flexibly, both in terms of dimensions, theme, and time of implementation.

The Pancasila student profile strengthening project has only been carried out in *sekolah penggerak* and schools that are implementing the independent curriculum in the 2021/2022 school year or around 1 to 1.5 years, therefore, there has not been much research on this matter. Lubaba & Alfiansyah (2022) in their research found three strategies for teachers in forming Pancasila student profiles, namely through differentiation learning, the Pancasila student profile strengthening project, and habituation. Other research focuses on building self-confidence (Rizal et al., 2022), speaking skills (Simarmata et al., 2022) and understanding of mathematics (Fadillah et al., 2022). Some of the research that has been done regarding the Pancasila student profile strengthening project has not specifically described the activities carried out by students in the project so that it can shape student character.

This research takes the theme of sustainable lifestyle as the theme of the Pancasila student profile strengthening project. This project aims to build several dimensions of the Pancasila student profile, namely: (1) the dimension of faith, piety to God almighty, and noble character on the element of moral to nature and moral to personal, (2) the creative dimension on the element of producing original works and actions, and (3) the dimension of working together on the element of collaboration. In this article, the

results of the implementation of the Pancasila student profile strengthening project will be described in the theme of a sustainable lifestyle in building these three competencies.

## 2. METHODS

This study employs Research and Development (R & D) using a descriptive approach. This research method was chosen because the researcher described the implementation of the Pancasila student profile in strengthening the project to form student character according to the formulation of competencies to be achieved for each dimension. The Pancasila student profile is regulated by the decision head of the Education Standards, curriculum, and Assessment Agency Ministry of Education, culture, research, and Technology number 009/H/KR/2022. The source of data from this study is 4 teachers and 128 students of grade 4 elementary school. This research was conducted in August-October 2022 at Elementary School in Pontianak.

The module of the Pancasila student profile strengthening project used in the implementation of this research is a project module developed by the research team with teachers who are members of the Pancasila profile strengthening project team. The project module for the Pancasila student profile strengthening project was developed through Research and Development (R & D) with development steps using the ADDIE model development plan. The ADDIE model consists of five stages, namely: the analysis stage, the design stage, the development stage, the implementation stage, and the evaluation stage. In this article, the author focuses on the description of the trial implementation to describe the process of implementing the Pancasila student profile strengthening project.

Researchers collected data by observation, student worksheets, and questionnaires. At the observation, the researcher is directly involved with daily activities on the observed object. Observation is carried out directly both in the classroom and outside the classroom. Observations were made while students were carrying out the project from August to October 2022, with a total of 63 class hours.

## 3. FINDINGS AND DISCUSSION

The Pancasila student profile strengthening project is a co-curricular activity that must be carried out by schools that implement the independent curriculum. Independent curriculum structure in primary and secondary education is divided into 2 (two) main activities, namely intra curricular learning and the Pancasila student profile strengthening project. Intra-curricular learning activities for each subject refer to learning outcomes. The Pancasila student profile strengthening project is aimed at strengthening efforts to achieve the Pancasila student profile which refers to the Graduate Competency Standards. In the 2013 curriculum, strengthening student character is integrated into various subjects (Fadillah, et al., 2019; Muhtar and Dallyono, 2020; Suherman et al., 2019;), in the independent curriculum, character strengthening is also carried out specifically through the Pancasila student profile strengthening project.

The government regulates the learning load for each content or subject in-class hours per year. The education unit manages the allocation of time each week flexibly in 1 school year. The curriculum structure of SD/MI/other equivalent forms is divided into 3 (three) phases (a) Phase A for grade-1 and grade-2, (b) Phase B for grade-3 and grade -4, and (c) Phase C for grade-5 and grade-6. The proportion of learning load in elementary schools is divided into 2, namely intra-curricular learning and the Pancasila student profile strengthening project is allocated around 20% of the learning load per year. The implementation of the Pancasila student profile strengthening project students is carried out flexibly, both in the content and at the time of implementation. In terms of content, the project must refer to the achievement of the Pancasila student profile according to the student phase, and does not have to be related to learning outcomes in the subject. In Phase B, namely grades 3 and 4 of elementary schools, the total class hours are 1296 per year with an allocation for Pancasila student profile strengthening project as much as 252 class hours.

The Pancasila student profile strengthening project in this study took the theme of a sustainable lifestyle with the title "Care Trash, Save the Generation" with a total of 63 from 252 class hours in grade 4 elementary schools. The dimensions of the Pancasila student profile that will be built through this project are: (1) faith, piety to God almighty, and noble character, (2) creativity, and (3) working together. In each dimension there are elements, and in each element, there are sub-elements. Through this project, it is hoped that students can understand the connectedness of the earth's ecosystem, maintain the surrounding natural environment, take care of themselves physically, mentally, and spiritually, students can practice cooperation and communication to achieve common goals, and students can produce original works and actions. In detail, the formulation of competencies or the final target of achievement of each dimension of the Pancasila student profile in each sub-element built in this project is contained in Table 1.

**Table 1**. Formulation of Pancasila Student Profile Competencies in each Sub-Element

| Dimension | Element | Sub Elements | Competency Formulation |
|---|---|---|---|
| Faith, Piety to God Almighty, and Noble Character | Moral to nature | Understanding the connectedness of the earth's ecosystems | Understanding the connectedness of one creation to another. |
| | | Protecting the surrounding natural environment | Accustomed to understanding environmentally friendly and unfriendly actions and getting used to environmentally friendly behavior. |
| | Moral to personal | Taking care of yourself physically, mentally, and spiritually | Starting to get used to being disciplined, neat, cleaning and caring for the body, maintaining behavior and words in all his daily activities. |
| Working together | Collaboration | Collaborate | Displays actions that match the expectations and goals of the group. |
| | | Communication to achieve common goals | Understand the information conveyed (expressions of thoughts, feelings and concerns) of others and convey information accurately using various symbols and media. |
| Creative | | Produce original work and Action | Explore and express their thoughts and/or feelings according to their interests and preferences in the form of works and/or actions and appreciate the work and actions produced |

Source: Kepala BSKAP Kemendikbudristek RI (2022)

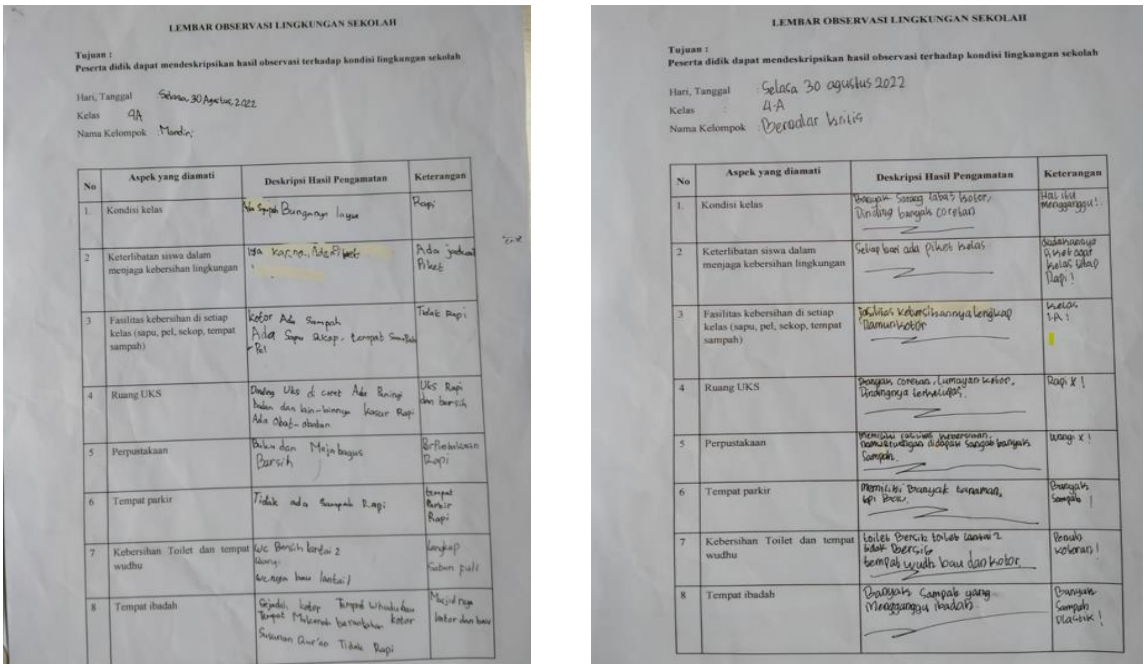
The formulation of competencies is a benchmark for researchers to determine the-activities or steps of activities that students will carry out so that they can achieve the expected competencies. In addition, researchers also compile instruments to measure the achievement of these competencies. Details of the activities carried out by teachers and students in the Pancasila student profile strengthening project activities along with the instruments used are contained in the Pancasila student profile strengthening project module which researchers have compiled with elementary teachers who

are a team of project facilitators. The following in Table 2 explains the summary of the activities carried out by students during the implementation of the project and the number of class hours of each activity.

**Table 2**. Student Activities during Project Implementation

| No. | Activity | Number of Class Hours |
|---|---|---|
| 1 | Discussion of the interconnectedness of God's creations | 7 |
| 2 | Make observations to identify a clean and healthy environment | 4 |
| 3 | Discussion of organic and inorganic waste | 3 |
| 4 | Discussion of the dangers of waste | 3 |
| 5 | Make a poster of the invitation to take care of the environment and make a daily schedule of cleaning the home environment and its realization | 6 |
| 6 | Identifying body care activities | 5 |
| 7 | Discussion of the effects of the environment on the body | 5 |
| 8 | Discussion with guest speakers on how to manage waste | 4 |
| 9 | Group discussion on waste management | 3 |
| 10 | Discussion of compiling product ideas from waste | 5 |
| 11 | Collecting trash to make products or visits to waste dump | 4 |
| 12 | Manufacture of waste management products | 7 |
| 13 | Product exhibition, evaluation, and reflection | 7 |

Pancasila student profile strengthening project uses project-based learning strategies (Dewi, 2022). This strategy is suitable for improving the competence of students' Pancasila student profiles. Some of the activities carried out by students in the Pancasila student profile strengthening project in this study include: watching videos, reading materials provided to teachers, discussing in groups, presenting the results of discussions, conducting field observations, and collecting waste to make processed products from waste. The following in Figure 1 is an example of a school environment observation activity carried out by students in groups who recorded the results of their observations on the student worksheet.



LEMBAR OBSERVASI LINGKUNGAN SEKOLAH

**Tujuan :**
**Peserta didik dapat mendeskripsikan hasil observasi terhadap kondisi lingkungan sekolah**

Hari, Tanggal Selasa, 30 Agustus 2022
Kelas 9A
Nama Kelompok Mandiri

| No | Aspek yang diamati | Deskripsi Hasil Pengamatan | Keterangan |
|---|---|---|---|
| 1. | Kondisi kelas | Ada Sapuh Bunganya layu | Rapi |
| 2 | Keterlibatan siswa dalam menjaga kebersihan lingkungan | Ada karena ada Piket | Ada jadwal Piket |
| 3 | Fasilitas kebersihan di setiap kelas (sapu, pel, sekop, tempat sampah) | Kotor Ada Sampah Ada Sapu Sekop, tempat Sampah Pel | Tidak Rapi |
| 4 | Ruang UKS | Dinding Uks di coret Ada Baring bukan dan kain-kainnya kasur Rapi Ada Obat-obatan | UKS Rapi dan bersih |
| 5 | Perpustakaan | Buku dan Meja bagus Bersih | Perpustakaan Rapi |
| 6 | Tempat parkir | Tidak ada Sampah Rapi | tempat Parkir Rapi |
| 7 | Kebersihan Toilet dan tempat wudhu | WC Bersih lantai 2 Wang: Wangan baw lantai 1 | lengkap Sabun full |
| 8 | Tempat ibadah | Sajadah kotor Tempat Wudhu kaw Tempat Mukenah berwarna kotor Susunan Qur'an Tidak Rapi | Masjid nya kotor dan baw |

LEMBAR OBSERVASI LINGKUNGAN SEKOLAH

**Tujuan :**
**Peserta didik dapat mendeskripsikan hasil observasi terhadap kondisi lingkungan sekolah**

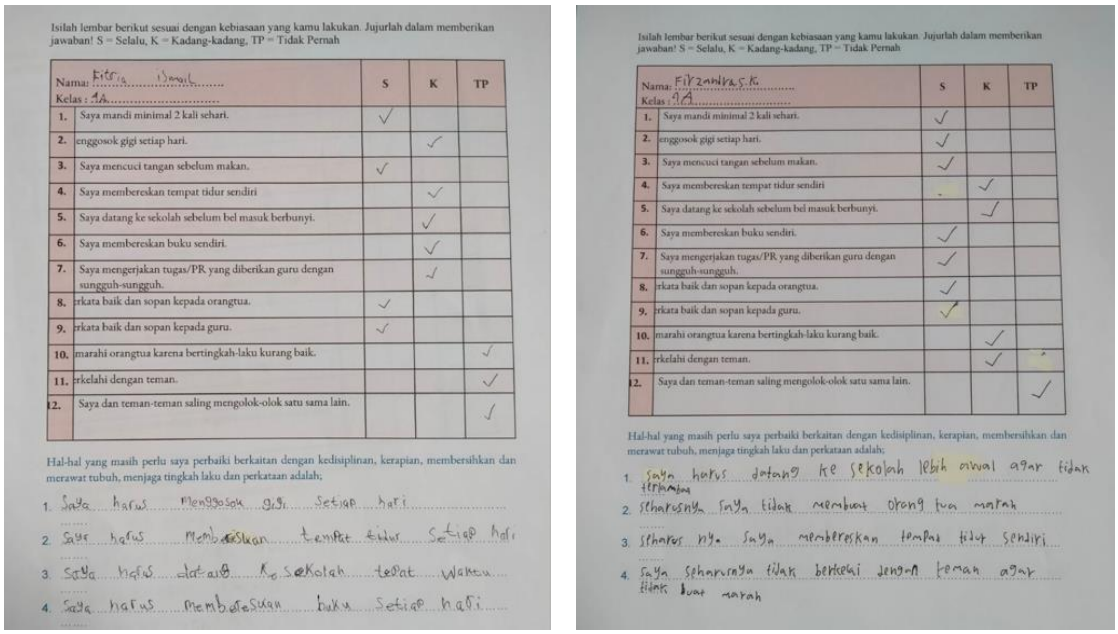
Hari, Tanggal Selasa 30 agustus 2022
Kelas 4-A
Nama Kelompok Berodar hitis

| No | Aspek yang diamati | Deskripsi Hasil Pengamatan | Keterangan |
|---|---|---|---|
| 1. | Kondisi kelas | Bekapin Sasing tabas kotor, Dinding banyak coretan | Hal ini menggangu! |
| 2 | Keterlibatan siswa dalam menjaga kebersihan lingkungan | Setiap hari ada piket halas | Sudahnya piket cepat kelas bisa Rapi! |
| 3 | Fasilitas kebersihan di setiap kelas (sapu, pel, sekop, tempat sampah) | Fasilitas kebersihannya lengkap Namun kotor | kelas 1-A! |
| 4 | Ruang UKS | Banyak coretan, lumayan kotor, Dindingnya terkelupas. | Rapi X! |
| 5 | Perpustakaan | Memiliki fasilitas kebersihan Namun tidak di dapat banyak sampah. | wang X! |
| 6 | Tempat parkir | Memiliki banyak tanaman, tapi kotor. | Banyak sampah! |
| 7 | Kebersihan Toilet dan tempat wudhu | Toilet Bersih toilet lantai 2 baik bersih tempat wudh baw dan kotor | Penuh koteran! |
| 8 | Tempat ibadah | Banyak Sampah yang Menggangu (radar) | Banyak Sampah Plastik! |

**Figure 1.** The Result of Student Observations about the School Environment

Each activity compiled in the project is to achieve the competence of the Pancasila student profile as stated in Table 1. The various activities carried out by students in this project are not solely aimed at the products produced by students, but rather at building the character of students, therefore, Instruments are needed to measure the achievement of these competencies. The instruments used to assist teachers in measuring competency achievement for each dimension of the Pancasila student profile are in the form of student worksheets, observation sheets, questionnaires, and work assessment sheets. Each instrument is also equipped with an assessment rubric to make it easier for teachers to determine student competency achievements. The achievement of the Pancasila student profile competencies is divided into four, namely: undeveloped, starting to develop, developing as expected, and very developed (Sufyadi et al., 2021). Competency achievements that students have achieved are reported in the report card of the Pancasila student profile strengthening project which is given once a year, namely in the even semester for each academic year.

The following in Figure 2 is an example of students' answers to the questionnaire. This questionnaire is given after students have carried out a series of project activities. This questionnaire is used to measure the achievement of competence in the dimensions of faith, piety to God almighty, and noble character, in the sub-elements of self-care physically, mentally, and spiritually. In the questionnaire, students are asked to fill in things they have used to do related to discipline, neatness, cleaning and caring for the body. Students are also asked to evaluate their behavior which still needs to be improved in this regard.



Isilah lembar berikut sesuai dengan kebiasaan yang kamu lakukan. Jujurlah dalam memberikan jawaban! S = Selalu, K = Kadang-kadang, TP = Tidak Pernah

| Nama: Fitria Ismail<br>Kelas : 1A | S | K | TP |
|---|---|---|---|
| 1. Saya mandi minimal 2 kali sehari. | ✓ | | |
| 2. enggosok gigi setiap hari. | | ✓ | |
| 3. Saya mencuci tangan sebelum makan. | ✓ | | |
| 4. Saya membereskan tempat tidur sendiri | | ✓ | |
| 5. Saya datang ke sekolah sebelum bel masuk berbunyi. | | ✓ | |
| 6. Saya membereskan buku sendiri. | | ✓ | |
| 7. Saya mengerjakan tugas/PR yang diberikan guru dengan sungguh-sungguh. | | ✓ | |
| 8. rkata baik dan sopan kepada orangtua. | ✓ | | |
| 9. rkata baik dan sopan kepada guru. | ✓ | | |
| 10. marahi orangtua karena bertingkah-laku kurang baik. | | | ✓ |
| 11. rkelahi dengan teman. | | | ✓ |
| 12. Saya dan teman-teman saling mengolok-olok satu sama lain. | | | ✓ |

Hal-hal yang masih perlu saya perbaiki berkaitan dengan kedisiplinan, kerapian, membersihkan dan merawat tubuh, menjaga tingkah laku dan perkataan adalah;

1. Saya harus menggosok gigi setiap hari
2. Saya harus membereskan tempat tidur setiap hari
3. Saya harus datang ke sekolah tepat waktu
4. Saya harus membereskan buku setiap hari

Isilah lembar berikut sesuai dengan kebiasaan yang kamu lakukan. Jujurlah dalam memberikan jawaban! S = Selalu, K = Kadang-kadang, TP = Tidak Pernah

| Nama: Firzandra S.K<br>Kelas : 1A | S | K | TP |
|---|---|---|---|
| 1. Saya mandi minimal 2 kali sehari. | ✓ | | |
| 2. enggosok gigi setiap hari. | ✓ | | |
| 3. Saya mencuci tangan sebelum makan. | ✓ | | |
| 4. Saya membereskan tempat tidur sendiri | | ✓ | |
| 5. Saya datang ke sekolah sebelum bel masuk berbunyi. | | ✓ | |
| 6. Saya membereskan buku sendiri. | ✓ | | |
| 7. Saya mengerjakan tugas/PR yang diberikan guru dengan sungguh-sungguh. | ✓ | | |
| 8. rkata baik dan sopan kepada orangtua. | ✓ | | |
| 9. rkata baik dan sopan kepada guru. | ✓ | | |
| 10. marahi orangtua karena bertingkah-laku kurang baik. | | ✓ | |
| 11. rkelahi dengan teman. | | ✓ | |
| 12. Saya dan teman-teman saling mengolok-olok satu sama lain. | | | ✓ |

Hal-hal yang masih perlu saya perbaiki berkaitan dengan kedisiplinan, kerapian, membersihkan dan merawat tubuh, menjaga tingkah laku dan perkataan adalah;

1. Saya harus datang ke sekolah lebih awal agar tidak terlambat
2. seharusnya saya tidak membuat orang tua marah
3. seharus nya saya membereskan tempat tidur sendiri
4. Saya seharusnya tidak berkelai dengan teman agar tidak buat marah

**Figure 2** Student Fills in the Self-Care Questionnaire

Furthermore, to assess the achievement of Pancasila student profile competencies, teachers compare student answers on the questionnaire with the flow of Pancasila student profile development as stated in Table 3.

**Table 3**. The Flow of Development of Faith, Piety to God Almighty, and Noble Character, in the Sub Elements of Taking Care of Yourself Physically, Mentally, and Spiritually

| Undeveloped | Start to Develop | Develop As Expected | Highly Developed |
|---|---|---|---|
| Have a habit to clean and take care of the body and take care health and safety in all daily activities. | Have a simple routine activity that is arranged independently and carried out daily and take care health and safety in all daily activities. | Start getting used to discipline, tidy, clean and take care health and safety in all daily activities. | Pay attention to physical, mental, and spiritual health by doing physical, social, and worship activities. |

Source: Kepala BSKAP Kemendikbudristek RI (2022)

In addition to paying attention the flow of the sub-elements development that will be assessed for their competence achievements. Researchers also create an assessment rubric on each element built through this Pancasila student profile strengthening project. The following in Table 4 is presented the assessment rubric for the questionnaire in Figure 2.

**Table 4.** Physical, Mental, and Spiritual Self-Care Assessment Rubric

| Undeveloped | Start Developing | Develop as Expected | Highly Developed |
|---|---|---|---|
| If the questionnaire score is between 12 – 17. Students have begun to be able to identify things that need to be improved related to discipline, neatness, cleaning and taking care of the body, taking | If the questionnaire score is between 18 – 23. Students can already identify things that need to be improved related to discipline, neatness, cleaning and taking care of the body, taking care of behavior | If the questionnaire score is between 24 – 29. Students can already identify things that need to be improved related to discipline, neatness, cleaning and taking care of the body, taking care of behavior and words in | If the questionnaire score is between 30 - 36 Students can already identify things that need to be improved related to discipline, neatness, cleaning and taking care of the body, taking care of |

| | | | |
|---|---|---|---|
| care of behavior and words in all daily activities (1 - 2 answers) | and words in all daily activities (2 - 3 answers) | all daily activities (3 - 4 answers) | behavior and words (more than 4 answers) |

Based on the observations of researchers and teachers during the implementation of the project and the analysis of student answers in student worksheet and questionnaires, it shows that the activities designed in the Pancasila student profile strengthening project module allows students to achieve the expected competencies of sub-elements built through this project. This is in line with several studies that show that various strategies or activities in the Pancasila student profile strengthening project are well designed by the facilitator team project cause achieve the competence of the Pancasila student profile (Kurniawaty et al., 2022; Lubaba & Alfiansyah, 2022; Rizal et al., 2022; Safitri et al., 2022).

The Pancasila student profile strengthening project in independent curriculum is specifically designed to build student character or competence of the Pancasila student profile whose development flow is contained in the decision head of the education standards, curriculum, and assessment agency Ministry of Education, culture, research, and technology number 009/H/KR/2022, not to achieve learning outcomes. Learning outcomes are achieved through intra-curricular activities or learning activities. However, several studies have found that through project activities to strengthen the profile of Pancasila students indirectly can also support the achievement of subject learning outcomes (Fadillah et al., 2022; Simarmata et al., 2022).

## 4. CONCLUSION

Based on the results of the study, it was concluded that the project activity of strengthening the Pancasila student profile with the theme of sustainable lifestyle can build the competence of the Pancasila student profile, especially in dimension (1) faith, piety to God almighty, and noble character (2) creative, and (3) working together. This research has produced a product in the form of a project module of the Pancasila student profile strengthening project with the theme of a sustainable lifestyle. This project module has been disseminated through the *Platform Merdeka Mengajar Kemendikbudristek RI*, with the hope that it will become a guide for grade 4 elementary school teachers in carrying out the Pancasila student profile strengthening project. This research can be developed with different project themes and dimensions of Pancasila student profiles, and can be developed at other levels of educational units

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