Reinforcing Pancasila Student Profiles: The Ideal Frameworks of Project-Based Learning in Secondary Schools in Indonesia

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Abstract
Students in Indonesia are expected to be capable of being useful members of society and becoming great human beings in the twenty-first century. Critical thinking skills and character building are among the characteristics necessary to attain the Pancasila student profiles. Project-based learning is being used in schools in an effort to enhance Pancasila students' profiles. This study aimed to describe the ideal frameworks in reinforcing the Pancasila student profiles by using project based learning in secondary school in Indonesia. This study employed a qualitative approach. The findings from the data collection were documented, processed, and presented descriptively. The results showed that the ideal frameworks of Project Based Learning for reinforcing the Pancasila student profiles are focusing on specific goals and dimensions, providing questions, scaffolding and guidance, prioritizing collaboration, communication, critical and creative thinking, producing authentic projects, reflecting and revising, and demonstrate projects on topic. Some of these elements become an important framework in the effort to realize students with Pancasila values in Indonesia.

Keywords: Reinforcing, Pancasila Student Profiles, Project-Based Learning

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Introduction

The Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia introduced a new curriculum known as the prototype curriculum for the 2021/2022 academic year. This curriculum has been implemented in 2500 driving schools as a solution to address the learning loss challenges caused by the COVID-19 pandemic. Schools now have the option to choose between the old curriculum, namely the 2013 curriculum, the emergency curriculum (a simplified version of the 2013 curriculum), or the prototype curriculum (an independent curriculum). The choice of curriculum depends on each school's readiness and preference. To guide the implementation of the curriculum and support independent learning, the Ministry issued Decree No. 56/M/2022. This decree provides guidelines for internal education units to implement the prototype curriculum or develop their own independent curriculum. It allows schools to create their own curriculum, teaching tools, and learning principles, giving them more autonomy in shaping their educational programs.

Overall, The Ministry of Education, Culture, Research, and Technology aims to address the challenges brought about by the pandemic by providing schools with flexible curriculum options. The introduction of the prototype curriculum and the allowance for schools to develop their own independent curriculum reflect the efforts to adapt and tailor education to specific needs and circumstances.

The existence of this independent learning is mentioned in the regulations as the wrong one of their uniqueness and excellence in the curriculum. P5 stands for Project Strengthening Pancasila Student Profile. According to Kemendikbudristek, the Pancasila student profile strengthening project is an activity project-based co-curricular designed to strengthen efforts to achieve competence and character according to the Pancasila student profile prepared based on Competency Standards Graduate. This Pancasila student profile consists of Indonesian students who are lifelong learners, competent, and behave in accordance with Pancasila values.

Pancasila encompasses noble character traits such as diversity, global awareness, independence, cooperation, critical reasoning, and creativity. These elements not only contribute to the strengthening of emerging 21st-century skills but are also integrated into the stages of the 2013 curriculum. The Pancasila student profile stands out by providing opportunities for learners to engage in non-formal learning situations, flexible learning structures, interactive activities, and direct involvement with the surrounding environment. This approach aims to strengthen various competencies within the Pancasila student profile by integrating contextual and community-based education units that address the needs of learners.

Implementing a project-based learning model offers several benefits, including enhancing learner motivation, problem-solving skills, active engagement in complex problem-solving, fostering a collaborative climate, improving communication skills, developing resource management abilities, providing experiential learning opportunities, and facilitating hands-on learning experiences that align with real-world scenarios. This approach emphasizes learner involvement and adaptability, promoting holistic growth and development (Nurfitriyani, 2016).

Ideally, when introducing a new program like P5, the ministry of education culture research and technology should provide clear guidelines and models for its implementation in schools.

This ensures that there is a standardized understanding of the implementation concept and prevents schools from interpreting it differently. Additionally, it is essential for the Ministry to outline the expected competencies and roles of teachers in guiding and facilitating the P5 project. By providing clear guidelines and models, the Ministry can offer a framework that supports consistent and effective implementation of the P5 project across different educational institutions. This helps to align the understanding and expectations of all stakeholders involved, including teachers, students, and school administrators.

Moreover, detailing the competencies required of teachers in guiding the P5 project is crucial. This information enables educators to develop the necessary skills, knowledge, and pedagogical strategies to effectively support student learning within the framework of the P5 project. Clear descriptions of teacher competencies can also assist in the design of relevant professional development programs and resources to enhance teachers' capabilities in implementing the P5 project. Overall, by providing clear guidelines, models, and defining teacher competencies, the Ministry of Education and Culture can establish a common understanding and ensure consistency in the implementation of the P5 project across schools. This promotes a more effective and standardized approach to strengthening the Pancasila student profile and facilitates successful outcomes in line with the objectives of the program.

In the academic year 2022/2023, SMA 1 and most public high schools in Bone will adopt the Independent Curriculum (IKM) implementation. Given this context, there is a need for research to describe the planning, organization, implementation, and evaluation of the learning projects aimed at strengthening the Pancasila student profiles. The purpose of this research is to provide valuable insights and serve as input for all stakeholders involved in the development of future project programs that reinforce the Pancasila student profile at the high school and equivalent levels.

The research will focus on exploring and documenting the various aspects of implementing the Pancasila student profile strengthening projects. This includes studying the planning phase, which involves setting goals, designing project frameworks, and aligning the projects with the desired Pancasila student profile outcomes. The organization phase will examine how resources, support systems, and collaborations are established to facilitate project implementation. The implementation phase will delve into how the projects are carried out, including the strategies, methods, and activities employed to promote student engagement and learning. Lastly, the evaluation phase will assess the effectiveness and impact of the projects in terms of achieving the intended Pancasila student profile outcomes.

By conducting this research, valuable information and insights will be generated to guide the development of future project programs that aim to strengthen the Pancasila student profile at the high school and equivalent levels. This research will serve as a foundation for all stakeholders involved, including educators, administrators, policymakers, and curriculum developers, enabling them to make informed decisions and improvements in their efforts to reinforce the Pancasila student profiles within their respective educational units. Overall, the research will contribute to the ongoing development and enhancement of project programs that foster the growth of students with strong Pancasila values, providing valuable input to all stakeholders involved in strengthening the Pancasila student profiles at the high school and equivalent levels.

The research method employed in this study is descriptive research with a qualitative approach. This approach aims to explore and understand the meanings, beliefs, attitudes, and

behaviors of individuals or groups related to social problems. It allows for an in-depth interpretation and exploration of specific aspects of human experiences and perspectives. The research was conducted at SMA Negeri 1 Bone, a school that has implemented the independent curriculum for five years, starting from the 2021/2022 academic year. Two batches of students, namely grade 10 and grade 11, have already undergone the implementation of this independent curriculum.

The research instruments utilized in this study include in-depth interviews, observations, and documentation studies. In-depth interviews were conducted to gather rich and detailed insights from key stakeholders, such as the school principal, deputy head of curriculum, and five teachers. Observations were made to directly observe and understand the implementation of the project strengthening the Pancasila student profiles. Documentation studies involved analyzing school documents such as project guidelines, operational curricula, and project report cards. These documents provide valuable information about the curriculum and the implementation of the Pancasila student profile projects at SMA Negeri 1 Bone.

By employing this research method and using multiple data collection techniques, the study aims to provide a comprehensive understanding of the implementation of the independent curriculum and the project strengthening the Pancasila student profiles at SMA Negeri 1 Bone. The findings from this research will contribute to the knowledge base and serve as a reference for further development and improvement of the curriculum and project programs aimed at reinforcing Pancasila student profiles.

In selecting the teacher respondents for the study, a purposive sampling technique was employed. This technique involved selecting teachers representing various subjects, including compulsory subjects, science elective subjects, social studies elective subjects, language elective subjects, and local content subjects. The selection aimed to ensure a diverse representation of teachers who are involved in the implementation of the independent curriculum and the project strengthening the Pancasila student profiles. Additionally, questionnaires were distributed to all teachers to gather further insights and serve as guides for the research activities, involving a total of 32 participants.

The study utilized three instruments: in-depth interviews, observations, and questionnaires. These instruments were employed to collect data and information that complemented each other, providing a comprehensive understanding of the research topic. The data collected consisted of field notes, pictures, documents, reports, and results from Google Forms.

Once the data was collected, it underwent several stages of analysis. This included activities such as data grouping, data cleaning, data transformation, and creating a data model to identify significant information from the collected data. The analysis followed an inductive approach, moving from specific themes to general themes. The researchers interpreted the data and drew conclusions based on the insights gained from the interview data.

By using a purposive sampling technique and employing multiple data collection instruments, the study aimed to capture a range of perspectives and gather comprehensive data for analysis. The findings from the data analysis will contribute to understanding the implementation of the independent curriculum and the project strengthening the Pancasila student profiles, enabling researchers to draw meaningful conclusions and provide valuable insights for further improvement and development of these programs.

Evaluation of Project-Based Learning Implementation

School management plays a crucial role in determining the success of any program implemented by the school. Management, in essence, encompasses various activities aimed at achieving goals. According to George R. Terry, management involves individuals contributing their best efforts through predetermined actions to accomplish desired objectives. These actions are typically guided by the functions of planning, organizing, and controlling

Planning is a crucial aspect of school management, as it involves defining the actions and steps necessary to achieve educational goals. It serves as a tool for outlining the specific activities and strategies to be undertaken. Effective planning involves estimating future requirements and considering various factors that may impact the implementation of the program (Darwisah, et al., 2021).

The planning process typically begins with the creation of a plan, followed by the translation of that plan into actionable steps. This includes operational planning, executing the plans, monitoring progress, and conducting a study or evaluation of the plans (Daft, Richard L., 2006). In the context of this study, the researchers focused on assessing the school's readiness in terms of planning projects aimed at strengthening the Pancasila student profile.

The aspects of school readiness in planning projects include teacher involvement in the planning process. Teachers play a critical role in developing and shaping the project plans. Their input and expertise contribute to the effectiveness and relevance of the project in reinforcing the Pancasila student profile. Additionally, the preparation of guidelines is important to provide clear directions and instructions for implementing the project. These guidelines help ensure consistency and alignment with the desired outcomes.

Moreover, teacher competencies play a significant role in the planning process. Teachers need to possess the necessary skills, knowledge, and understanding to develop appropriate and engaging project plans that effectively reinforce Pancasila values. Enhancing teacher competencies through professional development and training programs can greatly contribute to the quality of the planning process.

Table 1. Research Results on Planning Aspects

Planning aspect	Percentage
The readiness of the teacher in carrying out the project	96% (ready)
The teacher's understanding of the project objectives	94% (understood)
Teacher involvement in project planning	46% (involved)
The clarity of the project manual	84% (clear)

Based on the presented data, it can be inferred that schools and teachers, in general, are prepared and capable of understanding and implementing the project aimed at strengthening the Pancasila student profile. The use of Instructional Help Tools (IHT) by the school assists teachers in comprehending the project. Moreover, since SMAN 1 Bone has already been implementing the independent curriculum since 2021, the teachers have prior experience in managing this project.

Findings from interviews with five teachers who served as project supervisors indicate their satisfaction with the project activities. They highlighted that the project not only encourages

students to gain new experiences but also helped them gain a deeper understanding of the objects of wisdom. It is important to note that Bone is located in both the City and Regency areas, suggesting the widespread impact and reach of the project.

However, survey data revealed a potential area for improvement. It was found that many schools did not involve a significant number of teachers and learning committees in the planning of this project. Approximately 46% of supervising teachers reported not being involved in determining project themes, techniques, activity concepts, implementation time, and project assessment system plans.

This indicates a gap in involving a broader range of teachers and learning committees in the planning process. In order to enhance the implementation of the project and ensure a more inclusive approach, it would be beneficial for schools to actively involve a wider range of stakeholders in the planning stage. This can help harness the diverse perspectives and expertise of teachers, leading to a more comprehensive and effective project design.

In summary, while schools and teachers are generally prepared and enthusiastic about implementing the project aimed at strengthening the Pancasila student profile, there is room for improvement in terms of involving more teachers and learning committees in the planning process. By promoting greater collaboration and inclusion, schools can further enhance the effectiveness and impact of the project.

Based on interview findings with the curriculum management team, it was confirmed that the planning process for the project aimed at strengthening the Pancasila student profile did not involve everyone. Instead, it was conducted by a small team consisting of the vice principal of curriculum and select curriculum staff. The organizing principles involved in this process include determining the purpose of the project, dividing the tasks and responsibilities, assigning individuals to specific roles, delegating authority, and ensuring accountability.

The data presented below represent the research findings on the aspects of organizing and implementing activities related to the project.

Table 2. The outcomes of organizing and implementing activities

Planning aspect	Percentage
The readiness of the teacher in carrying out the project	96% (ready)
The teacher's understanding of the project objectives	94% (understood)
Teacher involvement in project planning	46% (involved)
The clarity of the project manual	84% (clear)

SMA 1 Bone has implemented a block system for planning the implementation timetable of the P5 project. In this system, the school collects and condenses the implementation of theme-based projects into a single period of time. During this designated period, all educators collaborate to teach the P5 project on a daily basis, focusing solely on the project without engaging in routine classroom learning. This approach allows students to work on the project both within and outside of school, giving them the flexibility to dedicate their time and attention to the project without being concerned about other subjects.

The announcement of the implementation time for the P5 project at SMA 1 Bone is typically made in September 2022, which falls in the middle of the odd semester. Two themes are selected for implementation. One of the themes focuses on exploring and showcasing local

wisdom. Within this theme, students have the option to choose from several objects of study, including: exploration of the potential (both physical and non-physical) found in the unique environment surrounding the area, developing concepts for regional development based on the area's unique characteristics, such as ecotourism, cultural villages, village tours, or thematic villages, creating new product concepts that highlight the region's uniqueness, researching and documenting local wisdom, as well as preserving traditional knowledge., and investigating local wisdom that is currently at risk of being lost in threatened areas.

By selecting these themes and objects of study, the P5 project at SMA 1 Bone aims to provide students with opportunities to explore and appreciate local wisdom, foster creativity and innovation, and contribute to the preservation of cultural heritage.

In summary, the implementation timetable of the P5 project at SMA 1 Bone follows a block system, allowing educators to focus on teaching the project during a specific period of time. The themes and objects of study for the project are announced in September, with one of the themes centered around local wisdom and offering various options for student exploration and engagement.

In the second theme of the project, which focuses on engineering and technology, each group is required to publish the research results from the first theme in the form of a blog. With 36 groups, this translates to a demand for 36 student group blogs. The blogs should include comprehensive activity reports, allowing everyone to access and view the local wisdom present in the City and District of Bone.

The project supervisors, who are teachers assigned to a class of three people, guide each group of ten to thirteen students. Survey data from 32 teacher-supervisor respondents indicate that the determination of research objects is more collaborative between supervisors and students, accounting for 46.9% of responses. Meanwhile, the curriculum determines 21.9% of the research objects, students determine 25%, and teachers/supervisors determine 6%. Therefore, the choice of research objects varies greatly depending on how the supervising teacher guides and directs the group of students under their supervision.

The teachers provide appropriate guidance to the students according to the agreed-upon schedule. Although not all mentors accompany students to the research observation site, the supervisors provide clear instructions regarding the technical tasks that students must complete in groups at the observation site. According to the survey data, 96% of teachers actively participate in the study site, while 4% do not attend. This indicates that teachers typically engage in, participate in, and direct student activities in the field.

Throughout the project, each student is required to fill out an attendance list while adhering to school rules, such as wearing uniforms and following the school schedule from 7 a.m. to 3:45 p.m. However, the survey data reveals that 35% of students were not active during guidance, 41% were not active in report writing, and overall student engagement stood at 65%.

In summary, the project's second theme involves students publishing their research results in the form of blogs. The project supervisors, who are teachers, guide the students in groups and collaborate with them to determine research objects. While not all supervisors accompany students to the research site, they provide clear instructions for the tasks to be completed.

Most teachers actively participate in the field activities, and students are expected to adhere to school rules and maintain attendance throughout the project.

Management and supervision play significant roles in shaping the performance of teachers and principals and ultimately impact the overall educational quality. School supervisors, in accordance with their duties, functions, and authorities, can provide assistance, guidance, motivation, and direction to improve teachers' abilities in the learning process (Astuti, R., & Dacholfany, M. I, 2016).

Supervisors in educational units have an active role in evaluating profile projects, aligning with their responsibilities as supervisors of educators and educational units. They can assist teachers by facilitating reflective discussions on completed profile projects. Through various reflective questions, supervisors can stimulate educators' understanding, thoughts, and creative ideas, thus promoting self-development and enhancing future profile project implementation.

The school principal and school committee also play crucial roles in school administration. However, according to the findings of interviews and surveys, there appears to be a lack of support and involvement from school administrators and committees in the implementation of the P5 program. Approximately 67% of respondents reported a lack of involvement from supervisors. It is important for school supervisors to provide guidance and support to improve the success of each school program, including the P5 program.

Additionally, the supervising teacher closely monitors and supervises the activities of each group on a daily basis. The school principal and the curriculum team oversee the overall supervision process. The supervising teacher collects and sends daily activity reports and student attendance lists. The work of grade 10 students is typically conducted in the final week of activities, culminating in a presentation of each group's research results. The presentations are assessed by another supervising teacher and conclude with a combined presentation by each class in a hall, witnessed by all students and teachers. The evaluation process encompasses students' activities in developing the six-dimensional personality of the Pancasila student profile, using criteria such as developing, developing, and not yet developing.

In summary, effective management and supervision are vital in fostering teacher and principal performance and improving educational quality. School supervisors should actively engage in supporting teachers and guiding the implementation of programs like P5. The supervising teacher's role in daily monitoring and reporting, along with the involvement of the school principal and curriculum team, contributes to a comprehensive supervision process. Evaluations focus on students' activities in developing the Pancasila student profile, using specific criteria to assess their progress.

The Ideal Frameworks Project Based Learning in Secondary School

Here's an explanation of each point related to the ideal frameworks of Project Based Learning (PBL) for reinforcing the Pancasila student profiles:

Focusing on specific goals and dimensions

PBL should have clearly defined goals and dimensions related to the development of Pancasila student profiles. This includes emphasizing the understanding and application of Pancasila values such as democracy, social justice, religious harmony, and national unity. By incorporating specific goals and dimensions related to Pancasila values such as noble character, global diversity, independent, cooperative, critical thinking, and creative into PBL, educators can provide a structured framework for students to understand and apply these values in their projects and daily lives. This approach helps shape students with a strong Pancasila student profile, equipped with the knowledge, skills, and attitudes necessary to contribute positively to Indonesian society.

Providing questions, scaffolding, and guidance

PBL should involve posing thought-provoking questions that challenge students to think critically about Pancasila principles and their application in real-life situations. Scaffolding and guidance should be provided to support students in their learning journey and help them navigate complex concepts. Providing questions, scaffolding, and guidance is an essential aspect of implementing Project Based Learning (PBL) to reinforce Pancasila student profiles. Additionally, educators should encourage students to ask their own questions and seek answers, promoting inquiry-based learning. This helps students develop their problem-solving skills and promotes a deeper understanding of Pancasila principles. By providing thought-provoking questions, scaffolding, and guidance, educators create an environment that supports students' exploration of Pancasila principles and their application in real-life contexts. This approach fosters critical thinking, independence, and a deeper understanding of the values embedded in Pancasila, enabling students to develop their Pancasila student profiles effectively.

Prioritizing collaboration, communication, critical and creative thinking

PBL should foster collaborative environments where students work together to solve problems, discuss ideas, and express their thoughts. It should encourage effective communication skills, such as active listening and respectful dialogue. Furthermore, PBL should promote critical thinking by encouraging students to analyze and evaluate information, as well as creative thinking by encouraging innovative approaches to project development Prioritizing collaboration, communication, critical thinking, and creative thinking in Project Based Learning (PBL) is crucial for the development of Pancasila student profiles. By prioritizing collaboration, communication, critical thinking, and creative thinking in PBL, educators create a dynamic learning environment that fosters the development of well-rounded Pancasila student profiles. These skills are not only important for project completion but also prepare students to effectively engage with complex issues, contribute positively to society, and apply Pancasila values in their personal and professional lives.

Producing authentic projects

PBL projects should be designed to mirror real-world scenarios and challenges. This authenticity provides students with opportunities to apply Pancasila values in practical and meaningful ways, fostering a deeper understanding and appreciation of these values. Producing authentic projects is an essential aspect of Project Based Learning (PBL) for reinforcing Pancasila student profiles. By incorporating authentic projects into PBL,

educators provide students with opportunities to apply Pancasila values in practical and meaningful ways. These projects promote deeper understanding, skill development, and engagement, ultimately reinforcing Pancasila student profiles and preparing students to become active, responsible, and values-driven members of society.

Reflecting and revising

PBL should incorporate reflection and revision as integral components of the learning process. Students should have opportunities to critically evaluate their projects and their understanding of Pancasila values, allowing them to make improvements and refine their work based on feedback and self-assessment. In Project Based Learning (PBL), reflecting and revising are vital components that contribute to the growth and development of students' understanding of Pancasila values. By incorporating reflection and revision into PBL, educators promote metacognitive skills, self-assessment, and a deeper understanding of Pancasila values. Students become actively involved in their own learning process, develop a sense of ownership, and refine their projects based on feedback and critical evaluation. This reflective practice enhances the effectiveness of PBL in reinforcing Pancasila student profiles and fostering a greater understanding and appreciation of Pancasila values.

Demonstrating projects on topic

PBL should culminate in the presentation or demonstration of students' projects. This serves multiple purposes, including showcasing their understanding of Pancasila values, fostering public speaking skills, and encouraging accountability for the quality of their work. The culmination of Project Based Learning (PBL) through the demonstration or presentation of students' projects is an important element that serves various purposes in reinforcing Pancasila student profiles. By culminating PBL with project demonstrations, students have an opportunity to display their understanding of Pancasila values, develop public speaking skills, take accountability for their work, receive feedback, and enhance teamwork abilities. These experiences contribute to the reinforcement of Pancasila student profiles, fostering confident, articulate, and responsible individuals who can effectively communicate and apply Pancasila values in various contexts. By incorporating these elements into the framework of PBL, educators can effectively reinforce the Pancasila student profiles and support the development of students with strong Pancasila values in Indonesia.

Conclusions

The following conclusions can be drawn from the research: SMA Negeri 1 Bone's project planning was excellent. Organizing activities include determining student groups, student group mentors, structure in student groups, and research objects. Implementation project to raise the profile of Pancasila students at SMA Negeri 1 Bone City in a block scheme, carrying out student activities independently by observing, group discussions, preparing reports, blogging, and harvesting works. Internal supervision is carried out by supervisors and the school management team to ensure the successful implementation of each student's activities. The involvement of supervisors and other elements is required to support the program's success and external supervision. The results showed that the ideal frameworks of Project Based Learning for reinforcing the Pancasila student profiles are focusing on specific goals and dimensions, providing questions, scaffolding and guidance, prioritizing collaboration, communication, critical and creative thinking, producing authentic projects,

reflecting and revising, and demonstrate projects on topic. Some of these elements become an important framework in the effort to realize students with Pancasila values in Indonesia.

Acknowledgements

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