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ANALYSIS OF THE IMPLEMENTATION OF THE PANCASILA STUDENT PROFILE PROJECT IN ENHANCING STUDENT SKILLS

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ABSTRACT

Education is a forum for improving various competencies needed in accordance with current developments. The independent curriculum presents the Strengthening Pancasila Student Profile Project (P5) activities to develop students' Pancasila skills and character. This research aims to analyze the implementation of P5 in Siak Regency Sekolah Penggerak and its influence on students' 4C skills. This type of research is descriptive with quantitative and qualitative approaches. Data sources were obtained from distributing questionnaires and interviews and then analyzed descriptively statistically. Samples are determined randomly. The results of the study show that teachers in Siak Regency Sekolah Penggerak are in good condition with an average score of 3.73. The implementation of P5 by students is classified as very good with an average score of 4.32. Students' 4C skills are very good in terms of collaboration (4.51) and communication (4, 29). Meanwhile, critical and creative thinking skills are classified as good with sequential values of 4.15 and 4.14. The results of the P5 correlation test with 4C skills show a positive relationship.

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1. INTRODUCTION

The Independent Curriculum prepares students to have 21st century skills to be able to compete and be smart in facing future challenges. One form of activity that focuses on developing student competencies in the independent curriculum is the Pancasila Student Profile Strengthening Project (P5) as a co-curricular activity (Sari, 2023; Susanti et al., 2023). The project is an activity that focuses on real problems in the surrounding environment and applies problem-solving skills with the implementation of various fields of science. P5 is a cross-disciplinary project that is contextual and based on the needs or problems of the community within the educational unit. This project is expected to be a forum for students to provide creative and innovative ideas in developing projects that are carried out in groups. Through

this process, it is hoped that characters who are intelligent, superior, competent, and behave in accordance with the values of Pancasila (Rachmawati et al., 2022).

7 The competency profile of Pancasila students emphasizes both internal factors related to the national ideology and external factors concerning challenges of the 21st century. Profile pancasila comprises six dimensions of characteristics: 1) having faith, being devoted to God Almighty, and having noble character; 2) Global diversity; 3) Working together; 4) critical reasoning; 5) creative; and 6) independent. Through these dimensions, students are expected to engage in sustainable and resilient global development while addressing various challenges (Akademik Badan Standar et al., 2022).

The implementation of P5 has been proven to have a positive impact on developing students' character in accordance with the values in each point of Pancasila (Maruti et al., 2023). P5 can bring out the character of mutual cooperation, global diversity and creativity ((Dwiyani, 2023; Ulandari, 2023). Anton & Trisoni (2022), research results state that there is a positive integration between the 4C skills (Critical Thinking, Collaboration, Communication, and Creative) and the implementation of the project P5. So as to produce quality students who are able to answer the challenges of the 21st century. Other research also states that the implementation of the Pancasila student profile can improve students' mastery of character, literacy, skills and technology. This is because there is a cross-teaching project on the Pancasila student profile, so that 21st century learning is also carried out well (Nafaridah et al., n.d.). If the profile of Pancasila students is optimized in its implementation at school, then the character of students who are Pancasila will be formed (Kahfi, 2020).

The P5 has been implemented in various Sekolah Penggerak spread throughout Indonesia, both at the elementary, middle and high school levels. Implementation of P5 can improve the character of caring for the environment and independence (Muktamar et al., 2024). Research results (Lestari et al., 2023) show that through the implementation of P5 the character of discipline, independence and responsibility has increased compared to before. The research results show that the implementation of P5 is classified as good (Sultan & Tirtayasa, 2022). However, there is also the implementation of P5 which is classified as not yet good (Damayanti & Ghozali, 2023). Various obstacles encountered during the implementation of P5 came from the Education Department, schools, teachers and students. Asiati's research results (2022) show that supervisors from the Education Department are still not optimal in carrying out their guidance duties to mobilizing schools. There are also many students who have not participated optimally in the project due to limited information. Maharani & Arinda, (2023), also revealed that the factors inhibiting the implementation of P5 come from the diverse characters of students, P5 as part of the new curriculum, and the lack of facilitators (accompanying teachers) who play a supporting role.

Teachers have difficulty determining the project assignments that will be given to students. This is due to limited knowledge and information as well as the infrastructure available in schools. Apart from that, difficulties also come from students because not all students actively contribute to making projects. If this is allowed to happen, the critical thinking, creative thinking, collaboration and communication skills that students really need in facing the challenges of the 21st century will not be achieved.

The differences in implementation in various research results and the various obstacles faced in implementing P5 make researchers interested in studying in depth the implementation of P5 in driving schools in Riau Province. In this case, it is represented by the district which has the largest number of driving schools, numbering 60. This research focuses on the implementation of P5 and its obstacles, as well as the influence of implementing P5 on students' critical thinking, creative thinking, collaboration and communication skills.

2. METHODS

24 This research is descriptive research with a quantitative and qualitative approach. 13 The population in this study were all Sekolah Penggerak at the public and private high school levels in Siak Regency. Based on data from the Ministry of Education and Culture's PSP website, the number of Sekolah Penggerak at the high school level in Siak Regency is nine schools consisting of SMAN 1 Mempura, SMAN Sungai Apit,

SMAN 2 Kandis, SMAN 2 Sungai Apit, SMAN 2 Lubuk Dalam, SMAN 6 Tualang, SMA Science Tahfizh Islamic Center, SMAN 1 Minas and SMAS LKMD Kandis.

This research was conducted on teachers who accompany P5 activities and students at *Sekolah Penggerak* using purposive sampling techniques. There were several reasons for selecting the sample, namely that the selected teachers and students were in driving schools, had implemented a project to strengthen the profile of Pancasila students, and were willing to be research respondents. The number of teacher samples was 35 teachers and 101 students.

Quantitative data was obtained from distributing teacher and student questionnaires. This questionnaire has been validated by two validators which includes content and construct validation. The validation results show that the instrument is declared valid. Next, a reliability analysis was carried out with a Cronbach's Alpha value of 0.91 for the teacher questionnaire and 0.98 for the student questionnaire. The Cronbach's Alpha value of the instrument is > 0.60 so it is declared very reliable.

Teacher and student questionnaires are loaded in Google Form. Next, the Google Form link was distributed to teachers in all *Sekolah Penggerak*. The questionnaire distributed consisted of three main aspects, namely teacher readiness, stakeholder support, and implementation of P5 which were then translated into 25 statement items using five Likert scales. The student questionnaire consists of aspects of P5 implementation and 4C skills which are described into 30 statement items. Qualitative data was obtained from open questions included in the questionnaire and through the interview stage. Interviews were carried out with the Principal and P5 Facilitator Teacher at the driving school.

Data analysis begins with data reduction as needed, data grouping, and calculations using Microsoft excel and SPSS version 26 applications for windows programs. The analysis of the questionnaire results was carried out quantitatively using descriptive statistical analysis. The results of the analysis are then grouped into five starting criteria modified from (Purwanto, 2009) contained in Table 1. Then the results of the analysis will be presented in the form of tables, images, and graphs.

Table 1. Assessment Categorization

Mark	Category
4,20-5,00	Very good
3,40-4,19	Good
2,60-3,39	Pretty good
1,80-2,59	Not good
1,00-1,79	Very Not Good

The correlation test on student questionnaires begins with a normality test using the one sample Kolmogorov-Smirnov test. The results obtained were an N value of $0.2 > 0.05$ so that the data was normally distributed (Sufren, 2013). Next, a Pearson correlation test was carried out to determine the strength of the relationship between the two variables to determine the effect of P5 implementation on students' 4C skills. If the Pearson r value is close to 1, it means that the relationship between the two variables is very strong (Sugiharti, 2021).

3. FINDINGS AND DISCUSSION

The results obtained from distributing questionnaires and interviews were that 100% of *Sekolah Penggerak* in Siak Regency had implemented P5 activities well.

3.1 Implementation of P5 by Teachers and Students

The P5 is an interdisciplinary initiative that is contextual and grounded in the needs or issues of the community within the educational units environment. This project was carried out as a means to explore the potential and abilities of students in educational units (Asiati & Hasanah, 2022). It is believed that P5 will be the best way to encourage students to become lifelong learners of good character, competent and behave according to Pancasila values. A guided and measurable system will help teachers implement projects to strengthen Pancasila students (Rachmawati et al., 2022)

There are six dimensions to the Project for strengthening the profile of Pancasila students, namely Faith, devotion to God Almighty and noble character, Global Diversity, Mutual Cooperation, Creativity, Critical Reasoning, and Independence. The themes contained in the implementation of P5 are contextual and based on local wisdom. Some of the themes that can be chosen are a) sustainable lifestyle, b) local wisdom, c) unity in diversity, d) entrepreneurship, e) technological engineering, f) the voice of democracy, g) building the body and soul, and h) employment (Luthfia et al., 2024).

The principles applied in P5 include holistic, contextual, learner-centered and exploratory approaches. Holistic refers to viewing things as a complete, integrated whole rather than in isolated parts. The goal is to base relevant learning activities on real-life experiences. Student-Centered, focuses on a learning scheme that encourages students to learn subjects that actively shape their learning process by choosing and offering profile project topics according to their interests. Exploratory, related to fostering an open environment for self-development and inquiry, both structured and independent. These principles are expected to support the project's role in enhancing and reinforcing the abilities students have developed through intracurricular learning (Safitri, 2022).

There are several benefits that students will gain from the P5, including 1) providing students with the opportunity and time to develop competencies and enhance their character and Pancasila student profile; 2) designing the learning process for the profile project with a clear end goal in mind; 3) fostering competence as educators who are open to collaborating with teachers from other subjects to enrich learning outcomes (Badan Standar, Kurikulum, 2022).

Implementation of P5 in Siak Regency by teachers is categorized as Good with a mean score of 3.73 and the implementation of P5 by students is categorized as Very Good with a mean score of 4.32.

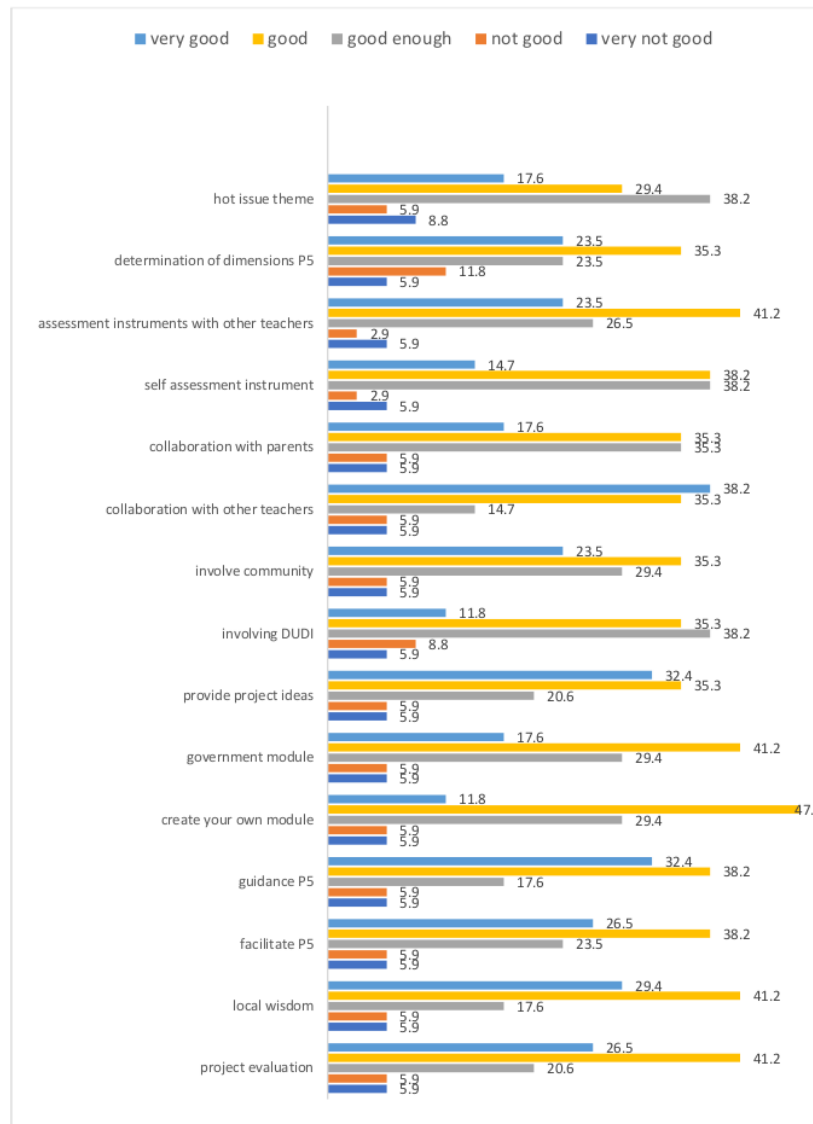


Figure 1. Implementation of P5 by Teachers

The implementation of P5 in Siak district schools is quite diverse. There are schools that use a block system, namely assigning one day a week per phase for implementing P5, and other schools allocate special time, namely a full week for P5 activities. This is in line with the P5 guidelines set by the Ministry of Education and Culture where schools are given the freedom to decide on time allocation from the three systems provided, namely 1) one day of the week in which P5 is implemented, 2) allocated 1-2 lesson hours at the end of the lesson day, and 3) subjects at specific times summarizes progress (Educational Standards, Curriculum and Assessment Agency, 2022).

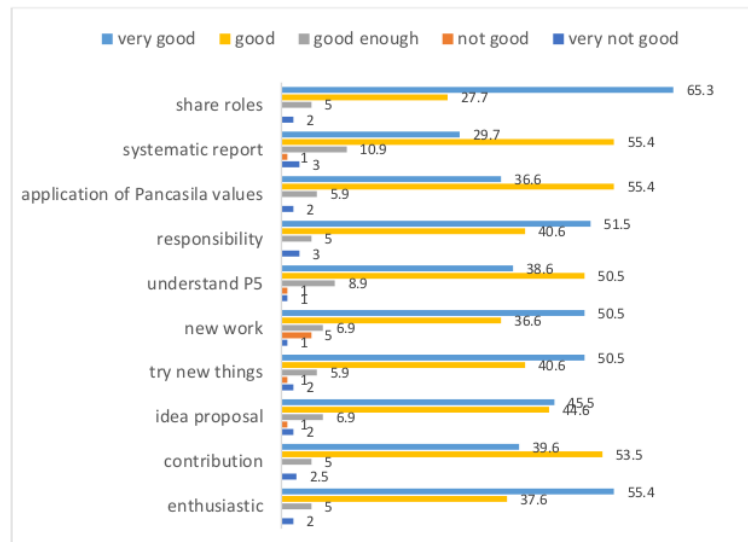


Figure 2. Implementation of P5 by Students

The data shows that overall, P5 activities consisting of the planning, implementation and evaluation stages went well. The planning stage includes understanding P5, selecting themes based on local wisdom and compiling modules that combine the use of modules created by teachers themselves and modules provided by the government. The implementation stage by teachers includes facilities, guidance and involvement of various parties (other teachers, DUDI and the community) to support project activities. Implementation by students also includes the application of Pancasila values, responsibility, various roles, contributions, and enthusiasm. The evaluation stage by the teacher consists of preparing assessments, evaluating and following up on project activities that have been implemented. The evaluation stage by students can be seen from the systematic preparation of reports and the results of P5's work.

The themes raised in P5 activities are also based on local wisdom. This was revealed from interviews where, especially in Siak Regency, where local wisdom is Malay culture, project activities also integrate Malay culture. One day a week the school has the theme "Malay Language Day". There is even a school whose project results are a typical Siak altar.

P5 activities that integrate local wisdom have a positive impact on students, namely the emergence of awareness, values and cultural character (Hariawan & Tsamara, 2023). Apart from that, the theme of local wisdom is needed so that culture in various regions is preserved through P5 activities and is not eroded by developments over time.



Figure 3. Product Manufacturing Process

P5 activities are based on local wisdom, namely utilizing the characteristics of Siak Regency which has many palms oil trees to produce entrepreneurial products. Apart from that, students also use plastic materials to make products that have marketable value. Students have created a variety of products, including compost, rattan plates made from palm trees, dish soap, neon lights, charcoal briquettes, and curtains from recycled plastic.



Figure 4. Rattan Plate from Palm Trees



Figure 5. Briquettes and Dish Washing Soap Products

Various studies reveal P5 activities with the theme of local wisdom. Research (Sulistiyaningrum et al., 2023) revealed that there were Mind Mapping activities about Wayang and Wayang Performances for students at the elementary school level. Research (Sam et al., 2023) conducted research at the East Manggarai Regency Elementary School. The P5 local wisdom project includes activities for planting horticultural plants, sejata festivals (art and traditional snacks), reviving Vera culture, performing types of dances, planting peanuts and vegetables in the school garden, as well as weaving caping hats and bamboo baskets.

Apart from the theme of local wisdom, other schools also chose activities with the main theme of Entrepreneurship for Phase E and the theme of Sustainable Lifestyle for Phase F. The type of entrepreneurial activity chosen was making compost fertilizer and plates from palm tree sticks which can later be sold. The entrepreneurship theme is highly recommended to be chosen for P5 because it can provide very meaningful experiences, increase the ability to produce products with selling value for students, and increase students' entrepreneurial spirit (Yuliastuti et al., 2022).

Qualitative data revealed that the implementation of P5 in *Sekolah Penggerak* also encountered several obstacles. The first obstacle comes from students, namely that they are difficult to manage. Students who are difficult to manage are also influenced by the teacher's lack of ability in classroom management and providing material related to P5 in a monotonous way. So students are less interested in taking part in P5 activities seriously (Sriyono et al., 2023). The second obstacle comes from school infrastructure which is still less than optimal and does not yet support all project activities. So not all projects can be implemented at school. However, overall the implementation of P5 by teachers and students has been good.

3.2 Correlation of P5 implementation with student skills

The correlation test used to analyze the strength of the relationship between the two variables is the Pearson correlation test. If the Pearson r value is close to 1, it means that the relationship between the two variables is very strong. Results of correlation analysis between P5 implementation and students' 4C skills using the non-parametric Pearson correlation test. The results of the correlation test show that there is a positive relationship between the implementation of P5 and students' 4C skills.

Table 2. Correlation of P5 Implementation with 4C Skills

4c Skills	Correlation value	Signification
Critical thinking	0,794	0,01
Collaboration	0,779	0,01
Communication	0,796	0,01
Creativity	0,757	0,01

If the implementation of P5 by teachers and students is good, then students' 4C skills will also increase. It is proven from the results of quantitative research that the implementation of P5 by teachers and students influences the high value of 4C skills in students. These results are in line with various studies which state that implementing P5 can improve critical thinking skills ((Hidayati, 2023;,, (Sarah, 2023), collaboration (Susanti et al., 2023), and creativity of students (Ferdiansyah & Honest, 2023; Dharmawan & Irawan, 2022)

3.3 4C Skills of Students

The 4C skills of students have quite diverse values. The research results show that through the implementation of P5, students' critical thinking skills have an average score of 4.15, which is in the good category.

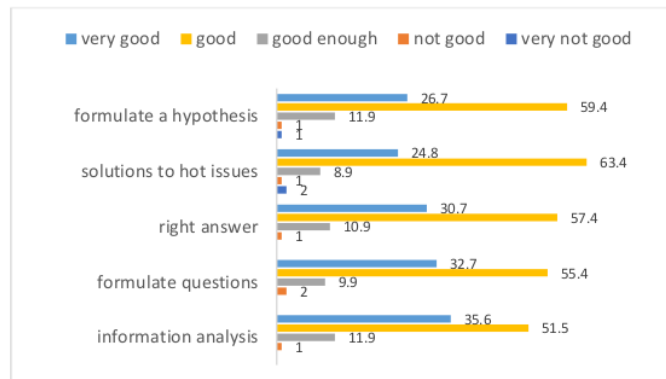


Figure 6. Critical Thinking Skills

Most students have excellent collaboration skills. Students collaborate with each other in groups to work on projects and produce innovative products at school. Based on the data, the five statements overall are categorized as very good with a mean value of 4.51. So it can be stated that student collaboration skills increase through the implementation of P5.

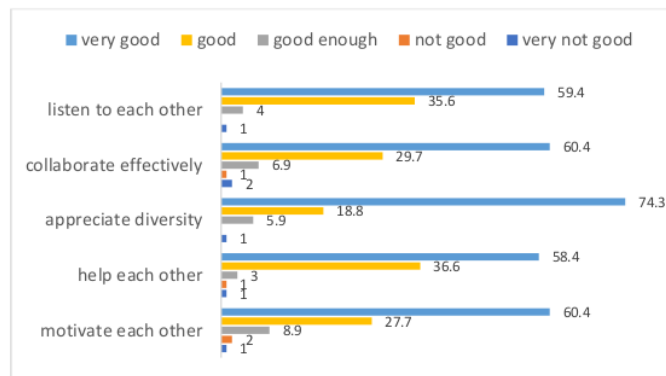


Figure 7. Collaboration Skills

Students' communication skills are also categorized as very good with an average score of 4.29. Data details are in Figure 5.

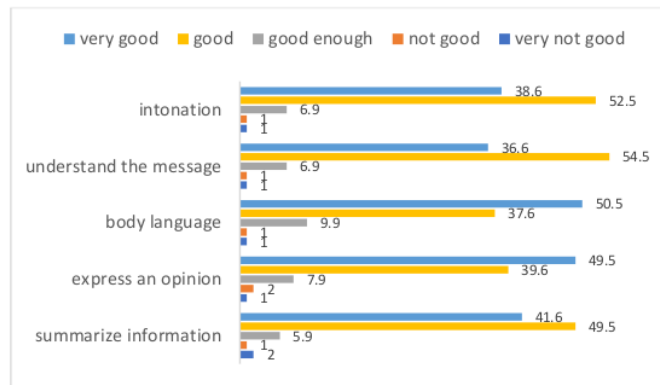


Figure 8. Communication Skills

Students' creative skills received an average score of 4.14, the lowest compared to other skills. Overall, it is in the good category. The low level of students' creative skills is because the P5 project is something new for them, so that when making projects, most students only make projects according to the teacher's directions. Students have not developed many new ideas in creating innovative P5 products.

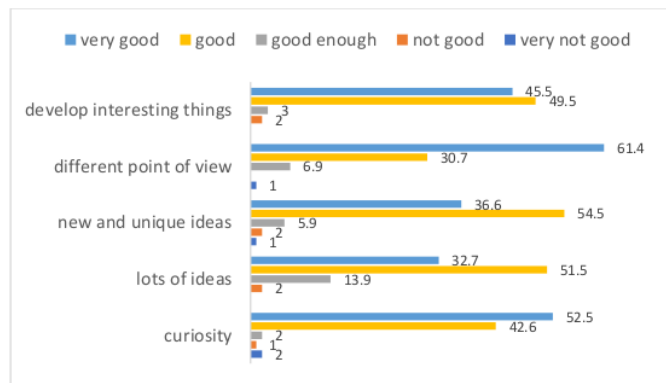


Figure 9. Creative Skills

Students' collaboration and communication skills are classified as very good. This is because in implementing the P5 project students work in groups. Meanwhile, creative skills have the lowest value compared to other skills. This align with the results of interviews with teachers which stated that students' low creativity is one of the obstacles in implementing P5 in schools. Lack of creativity because P5 activities are new for students (Wahidah et al., 2023). By implementing projects regularly, hopefully this can improve students' creativity skills. Project-based implementation of P5 can improve students' creative skills. This is because students are challenged to think outside the box, find innovative solutions, and express new ideas in creating innovative products. Students can also produce modified products from existing ones. This implementation has been proven to increase students' creativity by 60% (Tarisa et al., 2024). Students' creativity in implementing P5 can be seen from their work such as innovative food products, naming unique entrepreneurial products, and creating innovative batik (Luthfia et al., 2024). Teachers as mentors can help students by providing motivation and guidance in increasing their creativity.

4. CONCLUSION

Research results that have been described, it can be concluded that the implementation of P5 by teachers and students in Siak district *Sekolah Penggerak* is classified in the Good category. This implementation has a positive impact on improving students' 4C skills. It is proven that the students' collaboration and communication skills are categorized as very good and their critical and creative thinking skills are categorized as good. The limitation is only uses a questionnaire instrument and limited interviews. So it is highly recommended to carry out direct observations at schools to analyze the implementation of P5.

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