Critical Analysis of the Project for Strengthening Pancasila Student Profiles in the Learning Process at SD Negeri Sidanegara 04, Central Cilacap District

Nurfadlilah Meganingtiyas[1], Ine Kusuma Aryani[2]
[1,2]Universitas Muhammadiyah Purwokerto

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ABSTRACT

The current implementation of the learning process is a distance learning transition due to the co-19 pandemic in 2020 and face-to-face learning in the new normal era. Face-to-face learning actually took place before the Covid 19 pandemic hit Indonesia. During the Covid 19 pandemic, learning took place remotely which resulted in alienation between teachers and students. The existence of learning loss is one of the policies contained in the Decree of the Minister of Education and Culture of the Republic of Indonesia No 719 / P / 2020, the impact of distance learning is the basis of this curriculum change. In (Rachmawati et al., 2022) the application of project-based learning is an option in the prototype curriculum which is considered capable of supporting learning recovery due to learning loss as character development according to the Pancasila Student Profile.The aims of the study were (1) to describe the implementation of the Pancasila student profile strengthening project at SD Negeri Sidanegara 04, Central Cilacap District; (2) analyzing the strengthening of the Pancasila student profile project in the learning process at SD Negeri Sidanegara 04, Central Cilacap District; (3) to describe the supporting and inhibiting factors of strengthening learning in the Pancasila student profile project at SD Negeri Sidanegara 04, Central Cilacap District. This research took place at SD Negeri Sidanegara 04, Central Cilacap District. The research used is field research with a descriptive qualitative approach using the Phenomenology model. The results of this study are 1) the implementation of strengthening the Pancasila student profile project at SD Negeri Sidanegara 04, Cilacap Tengah District, has gone very well. 2) The various characters formed in the implementation of the Pancasila student profile project include being independent, mutual cooperation and creative. 3) the supporting factors for the activity are the support of the principal, teachers and employees, parents, guardians and committees. Some partners also support the activity. The inhibiting factor for the activity was the coordination between the teacher and the student's guardians besides the limited time and energy.

Corresponding Author:
Nurfadlilah Meganingtiyas
Universitas Muhammadiyah Purwokerto
Email: airamega3@gmail.com

1. INTRODUCTION

Character education is one of the main focuses in the world of education. Education basically aims to shape the character of students. The purpose of education contained in Law No. 20 of 2003 concerning the National Education System states that to develop the potential of students to become human beings who believe and fear God Almighty, have noble character and become democratic and responsible citizens. Based on these educational goals, character education is needed to form quality human resources.

Character values can be formed through good habits in the home, community and school environment. School is a formal institution that plays an active role in the formation of the character of students. The curriculum in Indonesia has changed, and character building has become one of its areas of development. Kepmendikbudristek No.56/M/2022 states that the guidelines for Implementing Curriculum in the Context of Learning Recovery in the curriculum structure at the PAUD level as well as Elementary and Middle Education consist of intra-curricular learning activities and projects to strengthen the profile of Pancasila students.

The project to strengthen the Pancasila student profile is included in the Independent Curriculum and the time allocation is set annually around 20-30% of the available lesson hours used to strengthen the character of the Pancasila Student Profile through project-based learning. The project to strengthen the profile of Pancasila students is a project-based co-curricular activity designed to strengthen efforts to achieve competence and character in accordance with the profile of Pancasila students which is structured based on Graduate Competency standards of educational units. Rachmawati et al (2022) explained that according to the 2021 Ministry of Education and Culture, there are 6 profiles that are core competencies in realizing the profile of Pancasila students, including; 1) have faith, fear of God Almighty and have noble character; 2) independent; 3) critical reasoning; 4) creative; 5) work together; 6) global diversity.

The current implementation of the learning process is a distance learning transition due to the co-19 pandemic in 2020 and face-to-face learning in the new normal era. Face-to-face learning actually took place before the Covid 19 pandemic hit Indonesia. During the Covid 19 pandemic, learning took place remotely which resulted in alienation between teachers and students. The existence of learning loss is one of the policies contained in the Decree of the Minister of Education and Culture of the Republic of Indonesia No 719 / P / 2020, the impact of distance learning is the basis of this curriculum change. In (Rachmawati et al., 2022) the application of project-based learning is an option in the prototype curriculum which is considered capable of supporting learning recovery due to learning loss as character development according to the Pancasila Student Profile.

Efforts to restore learning activities that curriculum implementation during special conditions have not been able to overcome learning loss so that it needs to be perfected. The Ministry of Culture, Research and Technology of the Republic of Indonesia Number 56/M/2022 implements the implementation of the Independent Curriculum in Education units. The implementation of the Independent Curriculum is facilitated by the government in training and a set of teaching materials at the Merdeka Teaching Platform (PMM). So educators must be able to recognize and master a set of teaching materials in it. However, the facts on the ground show that simply learning from PMM is not enough to implement the Merdeka Curriculum at the basic education level, as well as at SD Negeri Sidanegara 04.

Andi Rahmat Abidin (Abidin, 2018) states that teachers and parents have not been able to establish maximum communication and cooperation to shape student character. The implementation of the P5 project in schools provides a broad space for collaboration between students, parents, teachers, and all relevant stake holders. The results of this collaboration are expected to be able to shape the character of students.

Educators at SD Negeri Sidanegara 04 still have to adapt to the implementation of the Independent Curriculum. P5 is cross-disciplinary learning in observing and thinking about solutions to problems in the surrounding environment to strengthen various competencies in the profile of Pancasila students. P5 is a project-based co-curricular activity designed to strengthen efforts to achieve competency and character including independent character.

The results of observations and interviews with class teachers at SD Negeri Sidanegara 04 from July 2022 to December 2022 show that the implementation of the project to strengthen the Pancasila student profile at the beginning of the school year was not optimal. Less than optimal implementation can be seen that students are still not able to complete assignments independently. Most students still depend on their parents in completing assignments. Student self-confidence also still looks very low. Students are not confident to answer questions or to present in front of the class. The implementation of P5 activities in schools shows that project activities focus more on celebration activities, sometimes forgetting the character strengthening process that occurs in the implementation of the project. The essence that is missing from the P5 activities is that strengthening character is more important than the joy of celebration.

The aims of the study were (1) to describe the implementation of the Pancasila student profile strengthening project at SD Negeri Sidanegara 04, Central Cilacap District; (2) analyzing the strengthening of

the Pancasila student profile project in the learning process at SD Negeri Sidanegara 04, Central Cilacap District; (3) to describe the supporting and inhibiting factors of strengthening learning in the Pancasila student profile project at SD Negeri Sidanegara 04, Central Cilacap District.

2.   RESEARCH METHODS

The type of research used in this research is qualitative research with a descriptive approach. According to Sugiono (2019: 25) explains that the qualitative research method is a research method based on postpositivism or enterpretive philosophy, used to examine the conditions of natural objects, where the researcher is the key instrument.

This research took place at SD Negeri Sidanegara 04, Central Cilacap District. The research used is field research with a descriptive qualitative approach using the Phenomenology model. Field research is research in which data is obtained from the field directly from the source, so that the source of data in field research is a primary source (Sugiono, 2019:14). From the results of observations and events or discoveries that occurred in the field related to the process of implementing P5 at the school. The research subjects used in this study were school principals, teachers and parents of SD Negeri Sidanegara 04, Cilacap Tengah District, Cilacap Regency.

Data collection instruments used in this study were observation, interviews and documentation studies. The data analysis technique that the researchers used was the qualitative data analysis technique modeled by Miles and Huberman. Activities contained in data analysis are data reduction, data presentation, as well as verification and drawing conclusions.

3.   RESULT AND DISCUSSION

After the researcher conducted the research at Sidanegara 04 Public Elementary School using the methods of observation, documentation, and interviews, the research findings can be described as follows:

1) Implementation of strengthening the Pancasila student profile project (P5) at SD Negeri Sidanegara 04, Central Cilacap District

In the interview with the principal of SD Negeri Sidanegara 04, he said that:

"Implementation of P5 is carried out 2 days a week in accordance with the planned time allocation. Calculation of the implementation time of P5 in 1 year is 486 hours of study or 30% of the total allocation of study hours. There are 2 projects in 1 year, so each project has a time allocation of 162 JP. The theme implemented is local wisdom and entrepreneurship. So far, the implementation has been going very well."

The researcher also conducted interviews with the teachers or project coordinators. The results of the interviews were:

"P5 is a co-curricular activity that supports intra-curricular activities. Lesson Hours (JP) of P5 cocurriculars are taken from Lesson Hours (JP). The school takes 2 days a week for Project activities. The implementation of P5 activities chose the theme of local wisdom and entrepreneurship. The implementation of the activity goes very well."

From the results of interviews with school principals and teachers, it can be seen that the implementation of the project to strengthen the Pancasila student profile went well. Several parties play a very important role in the implementation of activities including the principal, class teacher, subject teacher, students and guardians of students. Based on the results of the researcher's observations, it is shown that most of the implementation of P5 went well according to the plan.

2) Analysis of strengthening the Pancasila student profile project in the learning process at SD Negeri Sidanegara 04, Central Cilacap District

In the interview with the school principal, he said:

"Several P5 activities are carried out outside the classroom, for example the activity of directly observing the process of making tempeh to increase the entrepreneurial spirit. The product produced in the P5 is a masterpiece at its peak. Some of the students' works were exhibited. Market day is held to sell regional specialties, as well as handicrafts from shells. All synergize well. All are happy."

In the interviews with the class teachers, they said that:

"Students don't just learn by listening to the teacher, but they also do activities in a project, do something, prepare food, make works of shells and get experience in making an exhibition of work on the top theme. Creativity, independence, mutual cooperation, global diversity are emerged in this activity. „

The results of interviews with students showed that:

"I am very happy when I carry out the P5 activities. There are lots of fun activities in class and even outside of class. I also know a variety of regional specialties. And the typical crafts of Cilacap."

P5 is an effort to realize Pancasila students who are able to behave in accordance with Pancasila values, namely faith and piety to God Almighty, global diversity, mutual cooperation, independence, critical thinking, and creativity.

From the results of the observations of P5 implementation activities, it can be seen that some characters emerge and grow - there are students who are independent, creative, and have mutual cooperation, global diversity and critical thinking.

Implementation of P5 is flexible, in terms of material, time and content in accordance with the needs of students and the conditions of the educational unit, so that it can utilize existing resources.The main thing that becomes the focus of P5 is a learning process that is able to develop the competence and character of students, not solely on results or products.

3) the supporting and inhibiting factors of learning to strengthen the Pancasila student profile project at SD Negeri Sidanegara 04, Central Cilacap District.

In the interview with the school principal, he said:

"There are several supporting factors, namely the students parents who really supportthe activities both in terms of time, energy and financial resources. In addition, the class teacher is also very total in accompanying his son and daughter. Subject teachers also help the implementation process. So that goes well. The obstacle that arises is the preparation of an inappropriate schedule."

From the results of these interviews, it can be concluded that the support for activities are from students parents and teachers, both class teachers and subject teachers. While the obstacle that arises is the preparation of the schedule is sometimes not appropriate.

In the interviews with class teachers, they said:

"The obstacle that often arises is the preparation of schedules that are not appropriate. Thelack coordination between teachers is sometimes caused by the subject teachers who do not understand their roles. The class teacher dominates. The supporting activities are the school principal by making policies in the field of curriculum and the project team. All teachers and guardians of students synergize with each other."

From the results of the interviews with these teachers, it can be concluded that the obstacles that often arise are the lack of coordination between teachers, the inappropriate scheduling process, and the lack of understanding/role of teacher in guiding activities. While the supporters are school principals, teachers and guardians of students who synergize with each other.

The results of the researchers' observations show that parents have a very extraordinary role in supporting the implementation of activities. Teachers are also very totalin accompanying students.

4. CONCLUSIONS

The conclusions from this study are 1) the implementation of strengthening the Pancasila student profile project at SD Negeri Sidanegara 04, Cilacap Tengah District, has run very well. 2) The various characters formed in the implementation of the Pancasila student profile project include independence, mutual cooperation, global diversity, critical and creative thinking. 3) the supporting factors for the activity are the support of the principal, teachers and employees, parents, guardians and committees. The inhibiting factor for activities are the lack of coordination between teachers and student guardians, and also time and manpower limitations.

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