STRENGTHENING THE PROFILE OF PANCASILA STUDENTS THROUGH PROJECT-BASED LEARNING

Nanang Faisol Hadi
UIN Sultan Aji Muhammad Idris Samarinda, Indonesia
Email: anangelhadi6@gmail.com

Muhammad Nasir
UIN Sultan Aji Muhammad Idris Samarinda, Indonesia
Email: muhammadnasirsadeke@gmail.com

M. Tahir
UIN Sultan Aji Muhammad Idris Samarinda, Indonesia
Email: m.tahir@uinsi.ac.id

Abstract

The development of the times requires all elements of life to adapt, including the world of education. He is required to be more sensitive, creative and innovative. One form of this adjustment is student-centered learning in the form of project-based learning. This research uses a qualitative approach with the type of research being a case study. Researchers investigated in depth, understood and described facts about strengthening the profile of Pancasila students through project-based learning. Data was obtained through observation, interviews and documentation. Meanwhile, data analysis uses the techniques described by Miles and Huberman, data reduction, data presentation, and data verification. The results of this research show that: 1). Planning consisting of forming a project team, choosing a general theme, determining the topic, determining the dimensions, elements and sub-elements of the Pancasila student profile, and compiling teaching modules, 2). Implementation, consisting of conducting socialization with students' parents, carrying out student-centered learning, teachers always guiding students, varying learning activities, and holding learning celebrations or exhibitions, 3). Post-learning consists of students' work, reflection, evaluation, and students' new understanding of issues related to the chosen themes and topics.

Keywords*: Quality project-based learning, strengthening the Pancasila student profile, independent curriculum.*

1. Introduction

In line with the demands of the times, education in Indonesia is currently expected to continue to move forward. 21st century skills require human resources, especially educators, to be independent, creative, competent and master various skills. Critical thinking, problem solving, communication, collaboration, creative and innovative skills are the main requirements. The principles of 21st century learning according to Nichols are as follows: 1). Learner-centered learning, 2). Students are able to collaborate with their friends in class, 3). Contextual learning, daily life-based learning, 4). Student involvement in the social environment.[1]

One form of 21st century learning innovation that is student-centered, creative and innovative is project-based learning. Minister of Education and Culture Regulation Number 20 of 2014 states that project-based learning is a learning model that uses projects as the core of learning. Project-based learning is a learning model that uses projects to collect and integrate new knowledge based on experience.[2] Next, Regulation of the Minister of Education and Culture Number 16 of 2022 concerning Process Standards in article 7 paragraph 1 states that learning strategies are designed to provide a quality learning experience by providing opportunities to apply material to real problems or contexts.[3]

This project-based learning creates active learning that is student-centered and able to provide real learning experiences to students. Learning experiences are built on products produced together in the learning process.[4] Making learning more interesting and meaningful because students are directly involved in learning by designing, creating and producing products or works. Jean Piaget's theory says that knowledge will be more meaningful when students understand knowledge by experiencing it directly. Departing from real experiences can help students develop their cognitive abilities.[5] Learning will have more meaning when the knowledge that students have is built on the experience they gain directly themselves.

The systematic steps in implementing project-based learning are as follows: 1). Start with the big questions or essential questions, that is, learning begins with essential questions or fundamental questions to be able to provide project assignments in accordance with the students' real world, 2). Design a plan for the project, namely preparing a project plan such as determining the topic, planning activities or activities that support answering essential questions, and informing about the tools and materials used, 3). Create a schedule, namely compiling a project schedule and determining the time limit for project work, 4). Monitor the students and the progress of the project. The teacher is responsible for directing students, acting as a facilitator and supervising

---

[1] Füsun Alacapınar, "Effectiveness of Project-Based Learning," *Eurasian Journal of Educational Research* 32, no. 1 (2008): 17–34.

[2] Umi Fadhilah et al., "Analisis Model PJBL Dalam Dimensi Kreatif Profil Pelajar Pancasila Pada Peserta Didik Kelas IV SDN Pandean Lamper 04 Semarang," *Jurnal Pendidikan Dan Konseling (JPDK)* 5, no. 2 (2023): 4435–40.

[3] Tantan Hadian et al., "Implementasi Project Based Learning Penguatan Profil Pelajar Pancasila Di SMAN 1 Kota Sukabumi," *Primary: Jurnal Pendidikan Guru Sekolah Dasar* 11, no. 6 (2022): 1659–69.

[4] Gst Widyantini and Ayu Putu Yanthi, "Pengaruh Model Project Based Learning Berorientasi Penguatan Profil Pelajar Pancasila Terhadap Kemampuan Berpikir Kreatif Dan Motivasi Berprestasi Siswa SMA" (PhD Thesis, Universitas Pendidikan Ganesha, 2023), https://repo.undiksha.ac.id/15388/.

[5] Dimitra Kokotsaki, Victoria Menzies, and Andy Wiggins, "Project-Based Learning: A Review of the Literature," *Improving Schools* 19, no. 3 (November 2016): 267–77, https://doi.org/10.1177/1365480216659733.

student activities, 5). Evaluation of experience, namely teachers and students reflecting on activities that have been carried out.[6]

The government's policy of implementing an independent curriculum at all levels of school is considered a solution to educational problems which until now seem conservative, rigid and doctrinal.[7] The independent curriculum emphasizes that learning must be student-centered. Students are directly involved in the learning process. Based on this formulation, project-based learning seems to have a freer space for use in today's modern learning. Project-based learning makes learning more creative and innovative, exactly the same as the expectations of educational concepts in the independent curriculum era. The independent curriculum challenges students to be able to innovate in solving problems. The focus is on how students can solve problems in the form of projects. This curriculum refers to the values of Pancasila students. Because one of the characteristics of the independent curriculum is project-based learning to strengthen the Pancasila Student Profile.[8]

Decree of the Head of the Educational Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture and Technology Research Number 009/H/Kr/2022 concerning Dimensions, Elements and Subelements of the Pancasila Student Profile explains that in the Independent Curriculum, the Pancasila Student Profile acts as a reference for educators in building the character and competence of students. The aim is to produce students who are knowledgeable and have character in accordance with the noble values of the nation, namely the values of Pancasila.

Literacy studies related to the implementation of the Pancasila Student Profile through project-based learning found previous research data conducted by Meyer, et al. entitled "Students in Early Childhood Teacher Education and Their First Experience with Problem-Based Learning". The results of this research found evidence that students like collaboration, and this report describes their experiences with project-based learning methods and suggests several implications for the quality of learning. Discussed and compared similarities and differences in students' experiences based on cultural differences.[9]

"Student experiences of project-based learning in agile project management education" by Carl Marnewick. The results show that all 13 project-based learning criteria are met and students benefit from the formal approach. They gain various skills through project-based learning that can be directly applied in the world of work. The results also show that project-based learning as an approach to developing artifacts is

---

[6] Ana Widyastuti, *Merdeka Belajar Dan Implementasinya: Merdeka GuruSiswa, Merdeka DosenMahasiswa, Semua Bahagia* (Elex Media Komputindo, 2022), https://books.google.com/books?hl=id&lr=&id=UaRgEAAAQBAJ&oi=fnd&pg=PP1&dq=Merdeka+Belajar +Dan+Implementasinya&ots=b2tT0svE55&sig=JaWsmvE-MDLZ4Hba3GEeNm_7fzc.

[7] Kurratul Aini et al., "Pelatihan Projek Penguatan Profil Pelajar Pancasila Di SDN Palongan," *Bubungan Tinggi: Jurnal Pengabdian Masyarakat* 5, no. 2 (2023): 659–69.

[8] Riza Ainun Nisa et al., "Keterkaitan Model Pembelajaran Project Based Learning Dengan Proyek Penguatan Profil Pelajar Pancasila SMPN 37 Semarang," *Jurnal Pendidikan Tambusai* 7, no. 2 (2023): 4380–85.

[9] Grete Skjeggestad Meyer, Ingunn Reigstad, and Leila Serikova, "Students in Early Childhood Teacher Education and Their First Experience with Problem-Based Learning," *Journal of Problem Based Learning in Higher Education* 11, no. 3 (December 1, 2023), https://doi.org/10.54337/ojs.jpblhe.v11i3.7527.

complementary. Although project-based learning helps students learn, the specific skills required are not defined and measured.[10]

Research conducted by Martati entitled, "Application of Project-based Learning in Elementary School Learning". The results of this research show that one of the lessons recommended in the independent curriculum is project-based learning, but in reality there are still many educators who do not understand project-based learning properly, so workshops are needed for educators to understand and apply project-based learning. learn well. Project-based learning can encourage students to be more able to collaborate, work together and empathize with others.[11]

Likewise with research conducted by Hanun et.al with the title "Application of Project-based Learning Methods to Increase Students' Interest in PAI Learning". The results of the research are (1) PAI educators prepare the syllabus and teaching modules first before planning to implement this project-based learning method. (2) Students' interest in learning increases with the implementation of this project-based learning method, before the implementation of this project-based learning method the average grade of class VII A was 77.4 then after the implementation of this project-based learning method by PAI educators the students' grades VII A becomes 85.5.[12]

Finally, research entitled, "Implementation of Project-based Learning to Strengthen the Profile of Pancasila Students at SMAN 1 Sukabumi City" by Hadian et al. The results of this research are that project planning at SMA Negeri 1 Sukabumi has been carried out well. Implementation of the project to strengthen the profile of Pancasila students in 35 SMA Negeri 1 Sukabumi City in a block scheme. The problems encountered were: planning that did not involve educators, lack of student activity, and insufficient external supervision.[13] Departing from the description above, the researcher felt interested in conducting research with the title "Strengthening the Pancasila Student Profile Through Project-Based Learning".

2. Research Method

This research uses a qualitative approach with the type of research being a case study. Case studies are defined as research that is specific, in-depth, complex, and is happening in real life.[14] In this research, researchers will investigate in depth, understand and describe facts about strengthening the profile of Pancasila students through project-based learning. This research was carried out at SMAN 4 Penajam Paser Utara. Data was obtained through observation, interviews and documentation. Meanwhile, data analysis uses the techniques described by Miles and Huberman, namely data reduction, data presentation, and data verification.

---

[10] Carl Marnewick, "Student Experiences of Project-Based Learning in Agile Project Management Education," *Project Leadership and Society* 4 (December 1, 2023): 100096, https://doi.org/10.1016/j.plas.2023.100096.

[11] Badruli Martati, "Penerapan Project Based Learning Dalam Pembelajaran Di Sekolah Dasar," *Proceeding Umsurabaya* 1, no. 1 (2022), https://journal.um-surabaya.ac.id/Pro/article/view/14907.

[12] Salma Fadhilah Hanun, Yulia Rahman, and Husnita Husnita, "Penerapan Metode Project Based Learning Untuk Meningkatkan Minat Belajar PAI Siswa," *Educativo: Jurnal Pendidikan* 2, no. 1 (2023): 97–106.

[13] Hadian et al., "Implementasi Project Based Learning Penguatan Profil Pelajar Pancasila Di SMAN 1 Kota Sukabumi."

[14] Robert J. DeFillippi, "Introduction: Project-Based Learning, Reflective Practices and Learning," *Management Learning* 32, no. 1 (March 2001): 5–10, https://doi.org/10.1177/1350507601321001.

3. Finding and Discussion

Before implementing project-based learning, schools carry out planning first before arriving at the project implementation stage. Planning is carried out so that schools can prepare an effective learning process. The school principal and educators held a meeting to obtain mutual agreement regarding the project-based learning that will be carried out. At the meeting, the principal formed a project team consisting of the Principal, Deputy Head of Curriculum, Islamic Religious Education Teacher, and Physical Education, Sports and Health (PJOK) Teacher.

In the second planning, the project team chooses a general theme that will be addressed for implementing project-based learning in the independent curriculum. As a school that has just implemented an independent curriculum, the theme is determined by the project team. As a result of the joint agreement, the theme of a sustainable lifestyle was chosen. This theme relates to the impact of human activities, both short and long term, on the continuity of life in the world and the surrounding environment. This theme raises issues that are very close to the real lives of students.

The next stage is to create a project module. The project team collaborates to create modules and discuss determining the dimensions, elements and sub-elements of the Pancasila Student Profile, and the flow of project-based learning activities that will be implemented. The chosen dimension is Faith and Devotion to God Almighty and Having Noble Morals. Dimensions are selected along with their elements and sub-elements to be applied based on mutual agreement, and are chosen because they are relevant to students' lives. The module consists of learning preparation, a series of activities to be carried out, implementation schedule, reflection and evaluation.

The statement above is in line with the results of the document analysis that the researcher carried out on the teaching module, namely that it contains the themes chosen by the school, project topics, dimensions and sub-elements developed by the school, namely the dimensions of Faith, Devotion to God Almighty, and Having noble character, and the Mutual Cooperation dimension along with selected sub-elements from each dimension. However, in the module the elements used are not written, but based on the results of the researcher's analysis, these sub-elements correspond to the elements of each dimension that have been determined by the Ministry of Education and Culture, such as: the dimensions of Faith, Fear of God Almighty, and Having a Noble Character with its elements. is 1). morals in nature, the sub-elements chosen by the school are a). understand the interconnectedness of the earth's ecosystem, and b). protect the natural environment. Furthermore, the second dimension is the Mutual Cooperation dimension with element 1). collaboration, selected sub-elements: a). cooperation, b). communication to achieve common goals, and 2). concern element, the appropriate sub-element is a). responsive to the social environment. Apart from that, it also contains learning preparation, activity flow, self-reflection and evaluation. Regarding the implementation schedule, the North Penajam Paser 4 Public High School project team agreed to compress the implementation into one time period, namely 1 month or what is known as a block system.

The block system is grouping effective learning hours into one time which is summarized and carried out continuously and repeatedly. So, during this 1 month students will focus on learning with project-based learning. It is hoped that this continuous learning can be absorbed and received well by students compared to learning that is interrupted on another day. Based on the results of the module analysis, it is

known that the module states that the duration of the project implementation is written as 126 Learning Hours (JP) or 1 month for activities.

After planning, the next stage is implementation. This stage consists of pre-learning and learning activities. At the pre-learning stage, the school carries out outreach with students' parents regarding project-based learning in the Merdeka curriculum. This socialization is carried out so that in the future there will be no misunderstandings between educators and parents of students regarding children's activities which mostly carry out tasks in the form of projects, as well as discussing the equipment that students must prepare for their learning. Through this socialization, the school hopes for cooperation from all parties. Namely between the school principal, educators, school committee, parents and students, so that the learning process can run well.

Furthermore, in pre-learning, educators provide stimulating questions about real-world problems related to the topic being discussed. Usually this question is given at the beginning of learning. Sparking questions are questions that are used to spark or provoke students' interest and curiosity. This is in line with the results of the module analysis that in the module there are trigger questions given at the beginning of the activity as an introduction, then as an introduction to the action and as a follow-up to the activities that have been carried out, this aims to provoke the student's inquiry process. The next stage, educators and students agree on a final deadline for completing the project.

Project-based learning in the independent curriculum focuses on the attitudes and behavior of Indonesian students which are expected to be in accordance with the nation's noble values, namely based on Pancasila values through strengthening the Pancasila student profile. The dimension of faith, devotion to God and noble character, as well as the dimension of mutual cooperation are the dimensions chosen and implemented by SMAN 4 Penajam Paser Utara with the theme Sustainable Lifestyle. A sustainable lifestyle is a lifestyle that prioritizes environmental sustainability, protects the earth, and reduces the negative impact of human activities on the environment. The activities carried out by students at SMAN 4 Penajam Paser Utara with the theme Sustainable Lifestyle began with an introduction to the environment through videos about the environment, conducting interviews with school residents regarding the surrounding environment, conducting environmental surveys, filling in observation sheets during environmental surveys, watching videos about environmental damage and holding discussions with group members, making clippings about various types of environmental damage in groups, making posters containing calls to protect the environment and campaigning for it, carrying out waste sorting actions in groups, then recycling the waste into useful items.

At the implementation stage, learning is student-centered, namely students are directly involved in learning such as designing, creating projects with friends, and displaying products. Based on the results of the module analysis, at the implementation stage, learning is always centered on students, namely students discuss and collaborate in groups, meanwhile educators act as facilitators, educators always help, guide and direct students in learning. It was also found that in implementing the activities educators provided assistance to students during the activities.

Through project-based learning in strengthening the Pancasila student profile, students are expected to make the knowledge gained by students not only about academic knowledge, but students learn to behave and behave in accordance with the nation's noble values, namely Pancasila values. As with the dimensions set by the school,

namely the dimension of Faith, Devotion to God Almighty and Noble Morals, as well as the dimension of Mutual Cooperation. The first dimension has targets that must be achieved, namely that students are able to understand environmentally friendly and non-environmentally friendly actions, and get used to behaving in a friendly manner towards the environment. Meanwhile, the second dimension has targets that must be achieved, namely students are able to work together in groups, are able to communicate the results of their collaboration, and are responsive to the social environment, meaning they are responsive to waste in the surrounding environment by recycling waste into useful items.

Project-based learning in strengthening the Pancasila student profile runs smoothly and achieves targets in accordance with the specified themes and dimensions of the Pancasila student profile. The implementation of project-based learning is certainly inseparable from the role of the principal as school leader. From start to finish, the principal monitors or supervises the progress of this project-based learning. After carrying out project-based learning, various forms of waste recycling products were obtained which were made by students.

Next, the results of the students' projects are displayed at school exhibitions or what is called a "work harvest" activity. So this project-based learning ends with activities that are no less meaningful, namely holding learning celebrations or exhibitions of project results. This is in line with the findings in the module that the flow of the last project stage is holding an exhibition as an appreciation of student activities and students can disseminate their knowledge and experiences through exhibitions.

The next stage after implementing project-based learning is to reflect on the learning that has been implemented. Reflection is carried out at the end of each lesson by expressing students' feelings through emoticons, filling in self-reflection sheets or expressing their feelings verbally. Based on the document analysis carried out by the researcher, there is a student self-reflection sheet in the module. Students draw and write their feelings at the end of each activity. The next stage is an evaluation of the learning that has been implemented.

The results of this evaluation will be published in the student's report card. This is supported by documentation findings, namely that there is an assessment rubric that educators have in a Report Card Application for the Strengthening Pancasila Student Profile Project. It contains an evaluation and recap of the values entered into the application in the form of a qualitative assessment. What is assessed is the process during learning so that later on the students' report cards the assessment will also be qualitative. It should be noted that what is seen in project-based learning in this independent curriculum is not the final product but rather the focus is on the process, namely when students can solve problems, find solutions to problem solving, and students gain learning experience and are directly involved in learning.

The knowledge that students gain after participating in project-based learning is having a mindset about environmental issues around them and raising awareness about the environment. This means that cultivating attitudes in accordance with the theme of "sustainable lifestyle" and its element, namely "morals towards nature" is seen when students have an understanding and awareness of the surrounding environment by no longer throwing rubbish carelessly and have an understanding of being responsive to the surrounding environment by recycling rubbish as a waste. an environmentally friendly lifestyle action. As was the finding that in the Pancasila Strengthening Student Profile

Project report card there was a student assessment table which on average showed that students' attitudes towards the environment had developed well.

TABLE 1
RESEARCH FINDINGS

NO	METHOD	THEME	DIMENSIONS OF P3	ELEMENTS	SUB-ELEMENTS	TIME LINE	INFORMATION
1	Project-Based Learning	Style Sustainable Living	Have faith and devotion to God and have noble character	Morals in nature	- Understand the interconnectedness of the earth's ecosystem, - Maintain the surrounding natural environment	Block System / 1 month / 126J P	- Team creation - Determining Theme - Socialization to parents and students - Project Implementation - Reflection - Evaluation - Harvest Work
			Mutual cooperation	Kolaboration	- Cooperation, - Communication to achieve common goals,		
				Care Concern	Responsive to the social environment		

Discussion

The government issued an independent curriculum in the 2021/2022 school year as a follow-up to post-pandemic learning recovery, catching up due to learning loss, and improving the previous curriculum. One of the characteristics of an independent curriculum is implementing project-based learning. The independent curriculum is a competency-based curriculum that applies project-based learning for learning recovery.[15] This project-based learning aims to develop character in accordance with the Pancasila Student Profile. As a school that is implementing project-based learning for the first time, SMAN 4 Penajam Paser Utara has implemented project-based learning in accordance with the project-based learning syntax in the independent curriculum.

The head of the education unit determines a project coordinator, which can be the deputy head of the education unit or an educator who has experience developing and managing projects. The project team at SMAN 4 Penajam Paser Utara consists of the homeroom teacher for the class implementing the independent curriculum this year, the Islamic Religious Education Teacher (PAI) and the Physical Education, Sports and

---

[15] Widyastuti, Ana Widyastuti, *Merdeka Belajar Dan Implementasinya: Merdeka Pendidik Peserta didik, Merdeka Dosen Mahapeserta didik, Semua Bahagia* (Elex Media Komputindo, 2022), https://books.google.com/books?hl=id&lr=&id=UaRgEAAAQBAJ&oi=fnd&pg=PP1&dq=Merdeka+Belajar+Dan+Implementasinya&ots=b2tT0svE55&sig=JaWsmvE-MDLZ4Hba3GEeNm_7fzc.

Health (PJOK) teacher, then one educator was appointed as the head coordinator who understands the curriculum. independent.[16]

The implementation of project-based learning can begin with a plan formulated by two or three educators in different fields of study who map out the competencies to be achieved. There are 9 themes set by the Ministry of Education, Culture, Research and Technology in the Project for Strengthening Pancasila Student Profiles. namely 1). Sustainable Lifestyle, 2). Local wisdom, 3). Bhinneka Tunggal Ika, 4). Wake up your body and soul, 5). Voice of Democracy, 6). Engineering and Technology to Build the Republic of Indonesia, 7). Entrepreneurship, 8). Employment, 9). Work Culture.[17]

SMAN 4 Penajam Paser Utara has implemented 1 theme in the independent curriculum by choosing the theme "Sustainable Lifestyle". This theme aims to understand the impact of human activities, both short and long term, on the sustainability of life in the world and the surrounding environment. Students are expected to be able to build awareness to behave and behave environmentally friendly and find solutions to environmental problems.[18] The independent curriculum provides flexibility or independence for schools to provide project-based learning that is relevant and close to the students' environment.

In the next planning stage, educators together with the project team create a project module which includes planning starting from the activity steps that students will carry out from start to finish, reflection and evaluation. This is in line with what was stated that the next step is to create a guide containing objectives, competencies to be achieved, project duration, product form, and assessment rubric.[19] Apart from that, in the project module there are also dimensions of the Pancasila student profile that the school focuses on, including: the dimension of Faith, Fear of God Almighty, and the dimension of Mutual Cooperation. Each dimension of the Pancasila student profile consists of elements, sub-elements and each of them has targets that must be achieved and these targets are quite numerous.[20]

Schools can choose which targets are the school's priorities according to the targets they want to achieve. Schools are advised to choose the 2-3 dimensions that are most relevant for the project so that there are not too many dimensions of the Pancasila Student Profile developed in a project and the goal of achieving the project is clearer and more focused.[21] SMAN 4 Penajam Paser Utara has implemented the dimensions, elements, sub-elements and achievement targets aimed at based on the Decree of the Head of the Educational Standards, Curriculum and Assessment Agency of the Ministry

---

[16] Michaela Zebada Faustina Agrippine Amahorseya, I. Ketut Atmaja Johny Artha, and Wiwin Yulianingsih, "Implementasi Project Based Learning Dalam Kegiatan Proyek Penguatan Profil Pelajar Pancasila Di Taman Kanak-Kanak," *Murhum: Jurnal Pendidikan Anak Usia Dini* 4, no. 2 (2023): 640–50.

[17] Aini et al., "Pelatihan Projek Penguatan Profil Pelajar Pancasila Di SDN Palongan."

[18] Harry Scarbrough et al., "The Processes of Project-Based Learning: An Exploratory Study," *Management Learning* 35, no. 4 (December 2004): 491–506, https://doi.org/10.1177/1350507604048275.

[19] Dewi Anggelia, Ika Puspitasari, and Shokhibul Arifin, "Penerapan Model Project-Based Learning Ditinjau Dari Kurikulum Merdeka Dalam Mengembangkan Kreativitas Belajar Pendidikan Agama Islam," *Jurnal Pendidikan Agama Islam Al-Thariqah* 7, no. 2 (2022): 398–408.

[20] Susanti Sufyadi et al., "Panduan Pengembangan Projek Penguatan Profil Pelajar Pancasila Jenjang Pendidikan Dasar Dan Menengah (SD/MI, SMP/MTs, SMA/MA)," 2021, https://repositori.kemdikbud.go.id/24964/.

[21] Tri Pangestuti, "Implementasi Projek Penguatan Profil Pelajar Pancasila Untuk Meningkatkan Kompetensi Guru Melalui In House Training Di SDN Sisir 06 Batu," *Jurnal Pendidikan Taman Widya Humaniora (JPTWH)* 1, no. 3 (2022): 516–37.

of Education, Culture, Research and Technology Number 009/H/Kr/2022 concerning Dimensions, Elements and Subelements of Pancasila Student Profiles in the Independent Curriculum.

The tools and materials used are equipment that is easily found around students. Tools and materials are open materials, originating from the environment.[22] The tools and materials used by students also do not cost a lot, some activities are even carried out in groups so they do not burden the students. The large amount of equipment required is best done in groups.[23] Regarding the project duration or project implementation schedule, you can choose between 2 weeks to 3 months.[24]

Based on mutual agreement, SMAN 4 Penajam Paser Utara chose the third option, namely condensing or accumulating the implementation of project-based learning in one time period, namely 1 month. The project duration stated in the module is 126 Study Hours (JP) for the implementation of the first project. This duration is half of the project duration in 1 year, namely 252 Learning Hours (JP). As explained by the Ministry of Education and Culture, the total project time requirement is around 20−30%. Student burden per year with a time allocation of 252 JP.[25]

Before entering into the implementation of project-based learning, the next stage is socialization with students' parents regarding the independent curriculum. This socialization is carried out so that students' parents can understand curriculum changes to avoid misunderstandings regarding students' learning activities which are more project-based. Two-way communication is very necessary to avoid misunderstandings between educators and parents of students. If parents do not receive socialization regarding the independent curriculum, there could be misunderstandings regarding children's assignments in the form of projects.[26]

The next stage is project implementation. In its implementation, educators provide stimulating questions to arouse students' curiosity. Ignition questions are reference questions that are used as an entry point to learning topics as well as to improve students' critical thinking skills.[27] Trigger questions are given at the beginning as an introduction, then as an introduction to the action and as a follow-up to the activities that have been carried out, this aims to provoke the student's inquiry process. Then, learning is always centered on students, namely students are directly involved in learning such as discussing and collaborating in groups, working on and displaying products, while educators act as facilitators.

Student-centered learning makes learning more meaningful with students directly involved in classroom learning. The implementation of project-based learning at SMAN 4 Penajam Paser Utara is carried out by introducing the environment through videos about the environment. Interviews with school residents regarding the surrounding

---

[22] Ashabul Kahfi, "Implementasi Profil Pelajar Pancasila Dan Implikasinya Terhadap Karakter Siswa Di Sekolah," *DIRASAH: Jurnal Pemikiran Dan Pendidikan Dasar Islam* 5, no. 2 (2022): 138–51.

[23] Widyastuti, *Merdeka Belajar Dan Implementasinya*.

[24] Chindria Wati Kartiwan and Fauziah Alkarimah, "Peran Guru Pendidikan Agama Islam Dalam Mewujudkan Profil Pelajar Pancasila," *Jurnal Ilmiah Pendidikan Dan Pembelajaran* 7, no. 2 (2023): 239–46.

[25] Sufyadi et al., "Panduan Pengembangan Projek Penguatan Profil Pelajar Pancasila Jenjang Pendidikan Dasar Dan Menengah (SD/MI, SMP/MTs, SMA/MA)."

[26] Pangestuti, "Implementasi Projek Penguatan Profil Pelajar Pancasila Untuk Meningkatkan Kompetensi Guru Melalui In House Training Di SDN Sisir 06 Batu."

[27] Douglas S. Fleming, *A Teacher's Guide to Project-Based Learning.* (ERIC, 2000), https://eric.ed.gov/?id=ED469734.

environment. Environmental surveys and filling out observation sheets during environmental surveys. Watch videos about environmental damage and hold discussions with group members. Make clippings about various types of environmental damage in groups. Make a poster containing an invitation to protect the environment and campaign for it. Carry out waste sorting in groups and recycle the waste into valuable items.

SMAN 4 North Penajam Paser focuses on the dimensions of Faithful Faith in God Almighty, Noble Morals and Mutual Cooperation. Through these two dimensions, students can understand environmentally friendly actions and environmentally unfriendly actions, get used to behaving environmentally friendly, students can work together in groups. Able to communicate the results of their collaboration and have a responsive attitude towards waste in the surrounding environment by knowing how to recycle waste into useful items.

The next stage is holding an exhibition of student project results. So, students' work is displayed or exhibited. This activity is called harvest work as a form of appreciation for the results of students' projects. The forms of student work on display range from clippings, posters, and waste recycling creations such as tissue holders, flower vases, pencil cases, and so on. This stage is also called a learning celebration, what is celebrated is the process, not the product. Because in its implementation, of course there is a process that is undertaken and various things that students learn, such as communicating, collaborating, working together and so on, so the focus is not on the product but on the process that students go through. Through holding exhibitions, it provides students with the opportunity to disseminate their knowledge and experiences.

Learning celebrations are activities where students can display their learning processes or products in a learning celebration, generally in the form of a performance or exhibition, where students share their learning experiences with others.[28] Next, in post-learning there is reflection and evaluation. Reflection by writing down their feelings with emoticons on the whiteboard, filling in a self-reflection sheet, and can also be done orally by students expressing their feelings directly about the day's learning. Reflection is carried out on the activities and results of projects that have been carried out.[29] At this stage, students are asked to express their feelings and experiences while working on the project.

Meanwhile, evaluation is carried out in the form of an assessment rubric which contains sub-elements that students must achieve. So what is assessed is not the product, but the process when students can work collaboratively and independently, or in accordance with the sub-elements contained in the project module, so that students' final grades are not in the form of numbers but attitudes that are formed during the learning process and are qualitative in nature. Evaluation of project implementation focuses on the process and not the final result. So the benchmark for evaluation is the personal development and growth of students, educators and educational units.[30] For example, what is evaluated is not how many students get high final grades or product quality, but what is evaluated is how and to what extent students experience learning and develop as individuals during the project.

---

[28] Pangestuti, "Implementasi Projek Penguatan Profil Pelajar Pancasila Untuk Meningkatkan Kompetensi Guru Melalui In House Training Di SDN Sisir 06 Batu."

[29] Kahfi, "Implementasi Profil Pelajar Pancasila Dan Implikasinya Terhadap Karakter Siswa Di Sekolah."

[30] Nisa et al., "Keterkaitan Model Pembelajaran Project Based Learning Dengan Proyek Penguatan Profil Pelajar Pancasila SMPN 37 Semarang."

Through project-based learning by strengthening the Pancasila Student Profile with the theme of a sustainable lifestyle, it can encourage students to have morals towards nature or the environment. Students gain new understanding and knowledge of the environment. Students have awareness of the importance of protecting the environment and how to overcome environmental damage. Have an awareness of living a life that is friendlier to the environment by reprocessing waste into useful items that have use value or even selling value. In this case, students gain new experiences and construct their own knowledge about the environment.[31]

Project-based learning provides students with the opportunity to learn through experience.[32] So, students gain meaningful learning experiences by actively participating in completing projects. Project-based learning in the independent curriculum provides students with the opportunity to understand learning not only by memorizing, but students discover their own knowledge. Through various activities carried out, students can develop their potential according to their respective learning styles. Because every child has a different way of understanding a lesson. Educators can also understand that the potential of each student is also diverse.

Every child has a different learning style, some are quick to memorize, but there are also those who remember easily through direct experience or practice.[33] The hope is that project-based learning in this independent curriculum will make students better prepared to face real life in accordance with Pancasila norms. The implementation of project-based learning in the independent curriculum at SMAN 4 Penajam Paser Utara is in line with expectations. Schools have the freedom to apply learning that is relevant to students' real environments. Allocate 20-30 percent of learning hours in one year to work on projects. Through this learning, students can develop character and soft skills so that the results of their learning provide meaningful experiences. The implementation of project-based learning in the independent curriculum is supported by school principals, educators, school committees, parents, students and education observers. Parents and members of the educational unit can work together to help children develop the targeted skills and competencies.

4. Conclusion

Based on the research that has been carried out, the research findings show that the application of project-based learning in the independent curriculum at SMAN 4 Penajam Paser Utara is: 1). Planning is carried out by forming a project team, choosing a general theme, determining the topic, determining the dimensions, elements and sub-elements of the Pancasila student profile, and compiling teaching modules, 2). Implementation, namely socialization with parents of students, carrying out project-based learning which is centered on students, educators always guiding students, a varied flow of learning activities, and ending with a celebration of learning to harvest work. Then, in its application it focuses on the dimension of Faith, Devotion to God Almighty and the dimension of Mutual Cooperation as dimensions developed for Strengthening

---

[31] Clara Bender et al., "Introducing a Problem Analysis Tool Implies Increasement in Understanding the Problem Analysis Among Students," *Journal of Problem Based Learning in Higher Education* 11, no. 3 (September 1, 2023), https://doi.org/10.54337/ojs.jpblhe.v11i3.7792.

[32] Joseph S. Krajcik and Phyllis C. Blumenfeld, *Project-Based Learning* (na, 2006), https://knilt.arcc.albany.edu/images/4/43/ProjectBasedLearning.pdf.

[33] Fleming, *A Teacher's Guide to Project-Based Learning.*

the Pancasila Student Profile, 3). Post-learning consists of students' work, reflection and evaluation, and students' new understanding of issues related to the chosen themes and topics. This school has implemented project-based learning in accordance with the steps or syntax of project-based learning in the independent curriculum.

Bibliography

Aini, Kurratul, Yetti Hidayatillah, Muhammad Misbahudholam AR, Syaiful Bahri, and Yeni Puji Astuti. "Pelatihan Projek Penguatan Profil Pelajar Pancasila Di SDN Palongan." *Bubungan Tinggi: Jurnal Pengabdian Masyarakat* 5, no. 2 (2023): 659–69.

Alacapınar, Füsun. "Effectiveness of Project-Based Learning." *Eurasian Journal of Educational Research* 32, no. 1 (2008): 17–34.

Amahorseya, Michaela Zebada Faustina Agrippine, I. Ketut Atmaja Johny Artha, and Wiwin Yulianingsih. "Implementasi Project Based Learning Dalam Kegiatan Proyek Penguatan Profil Pelajar Pancasila Di Taman Kanak-Kanak." *Murhum: Jurnal Pendidikan Anak Usia Dini* 4, no. 2 (2023): 640–50.

Anggelia, Dewi, Ika Puspitasari, and Shokhibul Arifin. "Penerapan Model Project-Based Learning Ditinjau Dari Kurikulum Merdeka Dalam Mengembangkan Kreativitas Belajar Pendidikan Agama Islam." *Jurnal Pendidikan Agama Islam Al-Thariqah* 7, no. 2 (2022): 398–408.

Bender, Clara, Simon Lebech Cichosz, Patrik Kjærsdam Telléus, and Ole Kristian Hejlesen. "Introducing a Problem Analysis Tool Implies Increasement in Understanding the Problem Analysis Among Students." *Journal of Problem Based Learning in Higher Education* 11, no. 3 (September 1, 2023). https://doi.org/10.54337/ojs.jpblhe.v11i3.7792.

DeFillippi, Robert J. "Introduction: Project-Based Learning, Reflective Practices and Learning." *Management Learning* 32, no. 1 (March 2001): 5–10. https://doi.org/10.1177/1350507601321001.

Fadhilah, Umi, Mira Azizah, Fenny Roshayanti, and Susi Handayani. "Analisis Model PJBL Dalam Dimensi Kreatif Profil Pelajar Pancasila Pada Peserta Didik Kelas IV SDN Pandean Lamper 04 Semarang." *Jurnal Pendidikan Dan Konseling (JPDK)* 5, no. 2 (2023): 4435–40.

Fleming, Douglas S. *A Teacher's Guide to Project-Based Learning.* ERIC, 2000. https://eric.ed.gov/?id=ED469734.

Hadian, Tantan, Rachmat Mulyana, Nana Mulyana, and Ida Tejawiani. "Implementasi Project Based Learning Penguatan Profil Pelajar Pancasila Di SMAN 1 Kota Sukabumi." *Primary: Jurnal Pendidikan Guru Sekolah Dasar* 11, no. 6 (2022): 1659–69.

Hanun, Salma Fadhilah, Yulia Rahman, and Husnita Husnita. "Penerapan Metode Project Based Learning Untuk Meningkatkan Minat Belajar PAI Siswa." *Educativo: Jurnal Pendidikan* 2, no. 1 (2023): 97–106.

Kahfi, Ashabul. "Implementasi Profil Pelajar Pancasila Dan Implikasinya Terhadap Karakter Siswa Di Sekolah." *DIRASAH: Jurnal Pemikiran Dan Pendidikan Dasar Islam* 5, no. 2 (2022): 138–51.

Kartiwan, Chindria Wati, and Fauziah Alkarimah. "Peran Guru Pendidikan Agama Islam Dalam Mewujudkan Profil Pelajar Pancasila." *Jurnal Ilmiah Pendidikan Dan Pembelajaran* 7, no. 2 (2023): 239–46.

Kokotsaki, Dimitra, Victoria Menzies, and Andy Wiggins. "Project-Based Learning: A Review of the Literature." *Improving Schools* 19, no. 3 (November 2016): 267–77. https://doi.org/10.1177/1365480216659733.

Krajcik, Joseph S., and Phyllis C. Blumenfeld. *Project-Based Learning*. na, 2006. https://knilt.arcc.albany.edu/images/4/43/ProjectBasedLearning.pdf.

Marnewick, Carl. "Student Experiences of Project-Based Learning in Agile Project Management Education." *Project Leadership and Society* 4 (December 1, 2023): 100096. https://doi.org/10.1016/j.plas.2023.100096.

Martati, Badruli. "Penerapan Project Based Learning Dalam Pembelajaran Di Sekolah Dasar." *Proceeding Umsurabaya* 1, no. 1 (2022). https://journal.um-surabaya.ac.id/Pro/article/view/14907.

Meyer, Grete Skjeggestad, Ingunn Reigstad, and Leila Serikova. "Students in Early Childhood Teacher Education and Their First Experience with Problem-Based Learning." *Journal of Problem Based Learning in Higher Education* 11, no. 3 (December 1, 2023). https://doi.org/10.54337/ojs.jpblhe.v11i3.7527.

Nisa, Riza Ainun, Ipah Budi Minarti, Eko Retno Mulyaningrum, and Sudaryati Sudaryati. "Keterkaitan Model Pembelajaran Project Based Learning Dengan Proyek Penguatan Profil Pelajar Pancasila SMPN 37 Semarang." *Jurnal Pendidikan Tambusai* 7, no. 2 (2023): 4380–85.

Pangestuti, Tri. "Implementasi Projek Penguatan Profil Pelajar Pancasila Untuk Meningkatkan Kompetensi Guru Melalui In House Training Di SDN Sisir 06 Batu." *Jurnal Pendidikan Taman Widya Humaniora (JPTWH)* 1, no. 3 (2022): 516–37.

Scarbrough, Harry, Michael Bresnen, Linda F. Edelman, Stephane Laurent, Sue Newell, and Jacky Swan. "The Processes of Project-Based Learning: An Exploratory Study." *Management Learning* 35, no. 4 (December 2004): 491–506. https://doi.org/10.1177/1350507604048275.

Sufyadi, Susanti, Tracey Yani Harjatanaya, Pia Tracey Yani, M. Rizky Satria, Ardanti Andiarti, and Indriyati Herutami. "Panduan Pengembangan Projek Penguatan Profil Pelajar Pancasila Jenjang Pendidikan Dasar Dan Menengah (SD/MI, SMP/MTs, SMA/MA)," 2021. https://repositori.kemdikbud.go.id/24964/.

Widyantini, Gst, and Ayu Putu Yanthi. "Pengaruh Model Project Based Learning Berorientasi Penguatan Profil Pelajar Pancasila Terhadap Kemampuan Berpikir Kreatif Dan Motivasi Berprestasi Siswa SMA." PhD Thesis, Universitas Pendidikan Ganesha, 2023. https://repo.undiksha.ac.id/15388/.

Widyastuti, Ana. *Merdeka Belajar Dan Implementasinya: Merdeka GuruSiswa, Merdeka DosenMahasiswa, Semua Bahagia.* Elex Media Komputindo, 2022. https://books.google.com/books?hl=id&lr=&id=UaRgEAAAQBAJ&oi=fnd &pg=PP1&dq=Merdeka+Belajar+Dan+Implementasinya&ots=b2tT0svE55& sig=JaWsmvE-MDLZ4Hba3GEeNm_7fzc.