

Implementation of the Project for Strengthening the Profile of Pancasila Students in the Primary School Level Mobilization School Program in Soppeng Regency

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Abstract: The aim of this research is to see how the project to strengthen the profile of Pancasila students is implemented which seeks to improve skills in implementing the project to strengthen the profile of Pancasila students, especially in the Third Year 1st Generation Mobilization School Program at elementary school level in Soppeng Regency. The research method used is a qualitative descriptive method, namely research carried out to describe activities, events, phenomena, perceptions of people individually and in groups. An important finding in this research is based on the results that all parties involved in the project activities to strengthen the profile of Pancasila students are very enthusiastic and enthusiastic in implementing the project to strengthen the profile of Pancasila students in their respective educational units. Many parties were involved in the project such as the principal, school supervisor, class teachers, subject teachers, students and outside parties were also involved such as parents of students and the community as well as groups who were experts in their fields such as local traditional leaders, community health center employees, and so on. so that it can strengthen the character of students according to the Pancasila student profile.

Keyword: Project for Strengthening Pancasila Student Profiles, Mobilizing School Program, Soppeng Regency

PRELIMINARY

Indonesian education has experienced a number of stages of development, including curriculum development. Before Indonesia became independent, curriculum revisions were first carried out and then repeated again. In Indonesia, curriculum development is stigmatized with the phrase "change minister, change curriculum". However, due to social, cultural, system, political, economic, scientific and technological factors, as well as a lack of knowledge about the nature of education in Indonesia, curriculum modifications cannot be completely avoided. Innovation in the curriculum must be used dynamically so that it can respond to societal demands and changes (Safitri et al., 2022)

Curriculum can keep education alive. The curriculum in Indonesia is always updated. Curriculum adjustments must always be made and adapted to needs and principles. The National Education System must always carry out updates in a planned, directed and sustainable manner to ensure equal access to education, increase the relevance, quality and effectiveness of education management, as well as equip students with the skills needed to meet the demands of needs starting from the local, national, and national levels. to global (Rahayu et al., 2022).

One of the curriculum concepts that is expected in this independent curriculum is for students to be more independent. In the independent curriculum, students have the flexibility to access the knowledge they will learn in both formal and informal educational environments. Thus, learning carried out at school or outside school is not limited in this independent curriculum. Apart from that, this independent curriculum requires greater creativity from both teachers and students. Independent curriculum for independent learning helps and encourages learning recovery. Project-based learning is used in this independent curriculum to improve student character development in line with the Pancasila student profile (Afriatmei et al., 2023).

To improve education standards in Indonesia, the Ministry of Education, Culture, Research and Technology has implemented various initiatives. One of the initiatives carried out as part of the Mobilizing Schools Program is the implementation of a project to strengthen the profile of Pancasila students by making the dream of independent, modern and sovereign Indonesian education a goal. One of the government's initiatives is to create a Driving School Program which encourages each educational unit to make changes to improve student learning outcomes holistically and improve the quality of education, in line with the Pancasila student profile (R. A. Hamzah, 2023).

The Mobilizing Schools Program is an initiative of the Indonesian government's education reform agenda launched by the Minister of Education, Culture, Research and Technology. Before being designated as a Driving School, everything goes through a selection procedure. From the start, the Driving School was a school that was ready to become a catalyst for the realization of Indonesia's educational goals. Movers School offers implementation of the Independent Curriculum in order to realize the Pancasila student profile through implementing a project to strengthen the Pancasila student profile which is co-curricular learning (Asiati & Hasanah, 2022).

However, in reality, the initiative to carry out the project to strengthen the profile of Pancasila students is not being implemented properly according to what has been determined by the central ministry, where there are still schools that have passed the Mobilizing School Program in implementing the project to strengthen the profile of Pancasila students and are still not involving various parties in implementing the project to strengthen the profile. Pancasila students and there are also schools where project implementation does not involve collaboration between subject teachers and class teachers so that co-curricular activities are like intra-curricular activities in general. Based on the results of Asiati and Hasana's research, there was not the best level of collaboration between educators, education services, school administrators, and parents/partners/community during the implementation of the project to strengthen the profile of Pancasila students. Apart from that, the implementation of the project, which began with an analysis of the context of students' needs, has not been carried out as well as possible regarding the profile of Pancasila students. Even though cooperation from various sources is very important for the implementation of the project to strengthen the profile of Pancasila students and the ability to increase the profile of Pancasila students, it turns out that there are still a small number of teachers involved in the project committee who are not involved (Sam et al., 2023).

It needs to be understood that the implementation of the project to strengthen the profile of Pancasila students is a new thing or practice implemented in schools that implement the independent curriculum. This project activity requires all school stakeholders to collaborate with the committee, parents/guardians, and the community to take part in helping implement the project to strengthen the profile of Pancasila students in accordance with guidelines from the Ministry of Education and Culture. For this reason, the author tries to explain or describe the definition, important things in project implementation, choice of project theme, project dimensions and elements, project implementation stages, project development principles, and project module components, as well as the implementation of the project to strengthen the profile of Pancasila students in the unit. education, specifically at the elementary school level in 4 elementary schools located in the Soppeng Regency area in South Sulawesi Province, which are schools that have passed the Class I Mobilization School Program. It is hoped that this review can become a forum for information and inspiration for educational units at the elementary

school level. in developing and optimizing the implementation of projects to strengthen the profile of Pancasila students in each educational unit. Strengthening the profile of Pancasila students through projects carried out related to interdisciplinary learning for students to observe and analyze problems in the surrounding environment and find solutions. Increasing the profile of Pancasila students is different from project-based learning in the implementation of intracurricular activities in the classroom which uses project-based learning strategies. Project-based learning is a learning method that begins by collecting and integrating new information and then applying it to real-world problems based on real experience (Zuhriyah et al., 2023).

According to the Ministry of Education and Culture No.56/M/2022, the project to strengthen the profile of Pancasila students is a co-curricular activity which aims to develop the profile of students. Project-based learning is intended to strengthen character and competency development efforts in line with the Pancasila student profile created based on Graduate Competency Standards. This is done flexibly as an initiative aimed at increasing the profile of Pancasila students in terms of content, activities and implementation time for students. Projects created independently apart from intracurricular activities to increase the profile of Pancasila students. Learning activities that have objectives, content and projects do not always have to be connected to specific intracurricular objectives and subject matter. Educational units can create and implement projects to increase the visibility of the profile of Pancasila students by involving the community and/or the global world of work (Satria et al., 2022b).

The curriculum structure in basic education in the independent curriculum is in accordance with the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 262/M/2022 concerning Amendments to the Decree of the Minister of Education, Culture, Research and Technology Number 56/M/2022 concerning Guidelines for Implementing the Curriculum in the Context of Learning Recovery as follows: The SD/MI/other equivalent curriculum structure is divided into 3 (three) phases:

- a. Phase A for class I and class II;
- b. Phase B for class III and class IV; And
- c. Phase C for class V and class VI.

SD/MI can organize learning content using a subject or thematic approach. The proportion of study load in SD/MI/other equivalent forms is divided into 2 (two), namely:

a. intracurricular learning; And

b. a project to strengthen the profile of Pancasila students which is allocated around 20% (twenty percent) of the annual study load. The implementation of the project to strengthen the profile of Pancasila students is carried out flexibly, both in terms of content and implementation time. In terms of content, the project must refer to the achievements of the Pancasila student profile according to the student's phase, and does not have to be linked to learning achievements in the subject. In terms of implementation time management, the project can be implemented by adding up the allocation of lesson hours for the project to strengthen the profile of Pancasila students from all subjects and the total amount of implementation time for each project does not have to be the same (Minister of Education, Culture, Research and Technology of the Republic of Indonesia, 2022).

The project activities to strengthen the profile of Pancasila students are designed to provide opportunities for students to "experience science" as a way to develop their character and gain information from the surrounding environment. Students can explore important environmental topics or issues including mental health, entrepreneurship, culture, technology, climate change, anti-radicalism, and democratic life in this Pancasila student profile project activity. This will enable students to take meaningful action to overcome these challenges based on their needs and learning level. The advantages of this activity include providing space and time for students to hone problem solving skills, building the character and profile of Pancasila students, showing responsibility and concern for the interests of society as a result of learning to practice problem solving in the environment around the school (M. R. Hamzah et al., 2022).

The project to strengthen the Pancasila student profile is a series of tasks designed to investigate difficult problems that occur in the surrounding environment to achieve certain goals. Projects are created to enable students to conduct research, find out problems and solve problems, and draw conclusions. Students complete tasks to produce products or actions within the specified time (Irawati et al., 2022).

Educators at schools can continue to implement project-based learning in extracurricular subject activities using the Project Based Learning (PBL) learning model.

Project-based learning in intracurricular learning aims to achieve Learning Outcomes (CP) that have been determined by the central government, while the project to strengthen the profile of Pancasila students aims to achieve the competency profile of Pancasila students themselves. There are 6 themes that can be chosen by education units at the basic education (SD) level in implementing the project to strengthen the profile of Pancasila students, including the themes of Bhinneka Tunggal Ika, Engineering and Technology, Build Your Body and Soul, Local Wisdom, Sustainable Lifestyle, and Entrepreneurship. details can be seen in the following table (M. Rizky Satria, 2022):

The Pancasila Student Profile, apart from being a form of embodiment of lifelong learning, is also a form of creating quality students who do not just emphasize cognitive abilities but also have global competition who are competent, have character and behave in accordance with Pancasila values. The Pancasila Student Profile has 6 dimensions which refer to Pancasila values. These dimensions include: faith, devotion to God Almighty and having noble character, critical reasoning, independence, creativity, global diversity and mutual cooperation (Khairunisa & Diah Utami, 2023).

The project elements for strengthening the profile of Pancasila students are First, the dimensions of Faith, Fear of Almighty God, and Noble Character with five key elements, namely (a) religious morals; (b) personal morals; (c) morals towards humans; (d) morals towards nature; and (e) state morals. Second, the dimension of Global Diversity which has key elements including knowing and appreciating culture, intercultural communication skills in interacting with others, reflection and responsibility for experiences of diversity, and social justice. third, the dimension of mutual cooperation which has three key elements, namely collaboration, caring and sharing. Fourth, the Independent dimension which has two key elements, namely understanding oneself and the situation one is facing, and self-regulation. Fifth, the critical reasoning dimension which has several elements such as: obtaining and processing information and ideas, analyzing and evaluating reasoning, reflecting on thoughts and thinking processes in making decisions. Sixth, the Creative dimension with three key elements which include generating original ideas, producing original work and actions, and having flexibility in thinking in finding alternative solutions to problems (Sam et al., 2023).

Apart from that, it is also necessary to clarify the meaning of each dimension, and its development is structured according to the psychological and cognitive development

phases that school-age children and adolescents go through in order to help a more comprehensive understanding of the dimensions of the Pancasila student profile (Head of the Standards, Curriculum and Assessment Agency Education, Ministry of Education, Culture, Research, 2022).

There are six stages carried out in initiating a project to strengthen the profile of Pancasila students, namely the first stage, understanding the aim of the project to strengthen the profile of Pancasila students. Schools must understand the meaning and purpose of the Pancasila student profile, as well as the importance of implementing projects to strengthen the Pancasila student profile in the field of education. The second stage includes setting up the school environment, which includes organizing the roles of members in the educational unit and cultural preparation that must be linked to implementing the project to strengthen the profile of Pancasila students. The third step is implementing projects that will strengthen the profile of Pancasila students. This involves several planning stages, such as creating a schedule for forming a project facilitator team, assessing the readiness of educational institutions to implement the project, determining project dimensions and themes, compiling project modules, selecting themes based on project objectives, and creating project activity flow and assessment topics. The fourth stage of the project stage for strengthening the profile of Pancasila students, namely how to carry out the project so that it can be carried out well and fulfill additional needs for project implementation by managing the project to develop the profile of Pancasila students by strengthening and increasing the initiative of the facilitator team in increasing awareness about the profile of Pancasila students. The fifth step in starting a project to strengthen the profile of Pancasila students is collecting and organizing assessment data, creating project reports, as well as recording and reporting project results. Sixth, using the concept of project sustainability, assessment and follow-up to increase the profile of Pancasila students through project implementation and follow-up evaluation (Putri Ningsih et al., 2023).

Furthermore, the stages or steps for implementing the project to strengthen the profile of Pancasila students in schools include understanding the project to strengthen the profile of Pancasila students themselves, then preparing the school ecosystem in accordance with the project to be implemented, then the school designing a project to strengthen the profile of Pancasila students, and managing the procedures for

implementing the project to strengthen the profile of Pancasila students, then documenting and reporting the results of the project to strengthen the profile of Pancasila students and finally carrying out evaluation and follow-up on the project to strengthen the profile of Pancasila students itself (M. Rizky Satria, 2022).

Principles for developing projects to strengthen the profile of Pancasila students (Satria et al., 2022a), including:

1. Holistic

Holistic means looking at something as a whole and comprehensive, not partial and separated. In order to design a project to strengthen the profile of Pancasila students, a holistic thinking framework encourages us to study a theme as a whole and comprehensively. Seeing the interrelationship of various things to understand a problem in depth. Therefore, each project profile theme that is carried out is not a thematic forum that brings together various subjects, but rather a forum that combines various perspectives and knowledge content in an integrated manner. Apart from that, a holistic perspective also encourages us to be able to see meaningful connections between components in the implementation of profile projects, such as students, educators, educational units, society and the realities of everyday life.

2. Contextual

The contextual concept relates to efforts to base educational activities on real and actual world situations. This idea encourages the use of the outside world and everyday life as the main source of knowledge for teachers and students. To enable students to investigate various topics outside the scope of the education unit, the education unit, which acts as the organizer of project activities to strengthen the profile of Pancasila students, must create opportunities and space for students to do so. The project to strengthen the profile of Pancasila students that is offered, as much as possible, can overcome and provide solutions to regional problems. It is intended that by basing the project of strengthening the Pancasila student profile on experience and using real-world challenges and solutions as part of the solution, students will gain relevant learning to proactively improve their understanding and skills.

3. Learner-Centered

Student-centered principles relate to educational programs that enable students to take an active role in their own learning and actively manage their education,

including selecting and proposing themes for projects to strengthen the Pancasila student profile based on the student's areas of interest. Educators are expected to take the position of facilitators in teaching and explaining much of the content during project activities. Instead, teachers should be learning facilitators who provide students with ample opportunities to learn topics at their own pace based on their circumstances and skills. Each learning exercise is intended to increase students' capacity for initiative, giving them greater freedom to choose how to proceed and deal with problems that arise.

4. Explorative

The principle of exploration is associated with the idea of giving people ample space to engage in structured and unstructured self-development and inquiry. Initiatives to increase the visibility of Pancasila students are not part of the intracurricular framework associated with some official subject structuring plans. As a result, there is a lot of room for exploration in this project to strengthen the profile of Pancasila students in terms of topics, time commitment, and alignment with learning objectives. To assist implementation, it is hoped that educators will still be able to plan and carry out activities to strengthen the profile of Pancasila students in an organized and methodical manner. In addition, it is believed that the principle of exploration will support the function of strengthening the Pancasila student profile in helping students fulfill and strengthen the skills they have learned in extracurricular activities.

METHOD

The research method used is a qualitative descriptive method, namely research carried out to describe activities, events, phenomena, perceptions of people individually and in groups. Through this research, the researcher explains the implementation of project activities to strengthen the profile of Pancasila students specifically at the elementary school level. This research was carried out at 4 elementary school level education units which were schools that passed the second year of the Batch I Driving School Program in Soppeng Regency, South Sulawesi Province. These elementary schools include: SD Negeri 238 Laempa, SD Negeri 118 Ujung, SD Negeri 100 Dare Bunga-Bungae, and SD Negeri 5 Mattiropole. Next, the subjects of this research were the

school principal and 2 teachers representing the learning committee in each educational unit.

The instrument of this research is an interview guide and also a list of questions related to the stages of implementing the project to strengthen the profile of Pancasila students. Apart from that, the data analysis model refers to the Miles and Huberman data analysis model, namely starting with data collection, then data reduction, then data presentation, and finally withdrawal/verification (Wandi et al., 2013). After obtaining data in the field, the researcher then carried out data reduction by coding (removing unrelated data), organizing and summarizing. Furthermore, the data is presented in narrative form according to the organization made so that the information is easy to understand well. The final stage is drawing conclusions/verification after the analysis stage according to the implementation of the project to strengthen the profile of Pancasila students in the Driving School Program.

RESULTS

Profile of the Second Year Batch I Mobilization School Program in Soppeng Regency

This Driving School Program is based on Ministry of Education and Culture Regulation Number 162 of 2021 concerning the Implementation of Driving Schools in Primary, Middle and High Schools. The aim of this program is to equip school principals with the leadership skills necessary to support change in their respective educational units in order to implement interventions that will digitize the learning environment and provide human resources that enable the learning environment to adapt and compete on a global scale (Ristiana et al., 2017).

There are 5 interventions from the Mobilizing School Program that are interrelated and cannot be separated, namely consultative and asymmetric assistance; strengthening school human resources; holistic competency learning; data-based planning; and digitalization of schools (Khofifah & Syaifudin, 2023). Soppeng Regency, South Sulawesi Province is a district that always passes the Mobilization School Program, starting with the Mobilization School Program Generation I, Force II and Force III. Soppeng Regency always has a level of education that passes and is involved in the

government program. In accordance with the decision of the Director General of Early Childhood Education, Basic Education and Secondary Education Number 6555/C/HK.00/2021 concerning the Determination of Educational Units Implementing the First Class of the Driving School Program, there are 9 primary school level schools that have passed the Driving School Program (Director General Early Childhood Education, Basic Education, 2021). However, in this research, the author only discusses 4 elementary schools which are schools assisted by the researcher as a driving school facilitator, namely SD Negeri 100 Dare Bunga-Bungae, SDN 5 Mattiropole, SDN 238 Laempa, and SDN 118 Ujung.

In order to implement the independent curriculum in the second year of the Activator School Program Batch I educational units, there are a series of mentoring activities carried out by facilitators for the motivator schools (Ministry of Education, Culture, Research, 2022) as follows:

1. Orientation activities for second year Activator School Program Batch I where the targets are school principals, teachers and school supervisors.
2. Curriculum workshop activities whose targets are school principals and teachers.
3. School supervisor facilitation workshop activities whose target is school supervisors.
4. School supervisor coaching reflection activities whose target is school supervisors.
5. Field visit activities where the targets are school principals, teachers and school supervisors.
6. Educational unit reflection activities whose targets are school principals and teachers.
7. Stakeholder forum activities where the targets are school principals, teachers and school supervisors.
8. School level Operational Management Working Group (PMO) forum activities where the targets are school principals, teachers and school supervisors.

The mentoring activities above are carried out by facilitators both online and offline so that educational transformation occurs to improve the quality and quality of education, especially in driving schools.

Implementation of the Project for Strengthening the Profile of Pancasila Students at Elementary School Level in Soppeng Regency

In this section, we will discuss clearly the implementation of the project to strengthen the profile of Pancasila students which is being implemented at the elementary school level in the Second Year Mobilization School Program in Soppeng Regency. In accordance with the stages of readiness of educational units in implementing the project to strengthen the profile of Pancasila students which is in the guidelines for developing the project to strengthen the profile of Pancasila students (Satria et al., 2022a) can be seen in the following picture:

Tahap Awal	Tahap Berkembang	Tahap Lanjutan
<ul style="list-style-type: none"> Satuan pendidikan belum memiliki sistem dalam mempersiapkan dan melaksanakan pembelajaran berbasis proyek. Konsep pembelajaran berbasis proyek baru diketahui pendidik. Satuan pendidikan menjalankan proyek secara internal (tidak melibatkan pihak luar). 	<ul style="list-style-type: none"> Satuan pendidikan sudah memiliki sistem untuk menjalankan pembelajaran berbasis proyek. Konsep pembelajaran berbasis proyek sudah dipahami sebagian pendidik. Satuan pendidikan mulai melibatkan pihak di luar satuan pendidikan untuk membantu salah satu aktivitas proyek. 	<ul style="list-style-type: none"> Pembelajaran berbasis proyek sudah menjadi kebiasaan satuan pendidikan Konsep pembelajaran berbasis proyek sudah dipahami semua pendidik. Satuan pendidikan sudah menjalin kerjasama dengan pihak mitra di luar satuan pendidikan agar dampak proyek dapat diperluas secara berkelanjutan.

Figure 1. Readiness Stage for the Strengthening Pancasila Student Profile Project

In accordance with the stages above, namely the initial stage, developing stage, and advanced stage, the education units at primary school level are SD Negeri 100 Dare Bunga-Bungae, SD Negeri 5 Mattiropole, SD Negeri 238 Laempa, and SD Negeri 118 Ujung, these four elementary schools is already at an advanced stage where schools by implementing project-based learning to strengthen the profile of Pancasila students have become a habit of educational units that have passed the Class I Driving School Program because they have entered the second year of implementing the independent curriculum

and the concept of understanding the project to strengthen the profile of Pancasila students has been understood by every educator. in each educational unit because they often carry out routine workshop activities and there are several educational units that implement this project to strengthen the profile of Pancasila students which have involved partners in implementing the project so that it has an impact on the next project which will be carried out continuously every semester and can strengthen various characters. exists in students by carrying out various project activities to strengthen the profile of Pancasila students every year.

Next, we discuss the implementation of the project to strengthen the profile of Pancasila students at the elementary school level in the four schools with the implementation of the project in the odd and even semesters of the 2022/2023 academic year at the 1st Generation Driving School which is a catalyst for the 2nd and 3rd motivating schools where the implementation of the project has already been implemented. adjusted to the guidelines provided, including the selection of themes, dimensions, elements, sub-elements, until the implementation of the project has gone according to expectations, where the Driving School in implementing the independent curriculum is accompanied by a facilitator so that the implementation of co-curricular activities (the project to strengthen the profile of Pancasila students) runs according to which are expected. The following is a table containing the themes, project activities, dimensions, elements, sub-elements of the four elementary school level schools, including:

Table 1 Implementation of the Project for Strengthening the Pancasila Student Profile

No.	School Name	The theme of the Project is Strengthening the Profile of Pancasila Students	Project Topics/Activities Strengthening Pancasila Student Profiles	Dimensions of the Pancasila Student Profile	Targeted Elements	Execution time
1.	SDN 118 Ujung	Sustainable Lifestyle	Pot Creations from Used Gallons	Believing, Fearful of the Almighty God, and Noble. Critical Reasoning Creative	Morals towards Nature Obtain and process information and ideas Produce original work and actions	Odd Semester 2022/2023
		Wake up your body and soul	<i>Healthy is Awesome</i>	Believing, Fearful of the Almighty God, and Noble	Personal morals Understanding yourself and the situation you are facing	Even Semester 2022/2023

				Independent Creative	Self-regulation Produce original work and actions	
2.	SDN 238 Laempa a	Local wisdom	Maddoja Bine	Believing, fearing God YME and having noble character Global diversity Cooperate	Religious morals Get to know and appreciate culture Collaboration	Odd semester 2022/2023
		Sustainable Lifestyle	Smartly Manage Plastic Waste	Believing, fearing God Almighty, and having noble character Critical Reasoning Creative	Morals towards nature Obtain and process information and ideas Produce original work and actions	Even Semester 2022/2023
3.	SDN 5 Mattiro pole	Local wisdom	Come Get to Know My Tradition	Believing and fearing God YME Global diversity Communal work	Religious morals Get to know and appreciate culture Collaboration	Odd semester 2022/2023
		Entrepreneurship	Trash is My Responsibility	Critical reasoning Mutual cooperation Creative	Obtain and process information and ideas Collaboration Produce original work and actions	Even Semester 2022/2023
4.	SDN 100 Dare Bunga-Bungae	Sustainable Lifestyle	<p>Phase A: CEMPAKA (Smartly Managing Quality Trash)</p> <p>Phase B: AEROBIC PEMPOS (Utilization of Aerobic Compost Fertilizer)"</p> <p>Phase C: PLANT ESSENCE (One Student One Plant)</p>	<p>Phase A Worked together, Critical Reasoning, Creative</p> <p>Phase B Believing, Fearful of God Almighty and Noble Creative</p> <p>Phase C Independent, Creative Mutual cooperation)</p>	<p>Phase A Mutual cooperation (collaboration, caring and sharing) Critical Reasoning (obtaining and processing information and ideas, analyzing and evaluating reasoning, reflecting on thoughts and thought processes in making decisions. Creative (element produces original ideas, element has flexibility in thinking in finding alternative solutions)</p> <p>Phase B Have faith, be devoted to God Almighty and have noble morals (morals towards nature) Creative (Generates original ideas)</p> <p>Phase C Gotong Royong (Collaboration, Caring, Sharing) Independent (Understanding yourself and the situation you are facing) Creative (Generating original ideas, Producing original work</p>	Odd semester 2022/2023

					and actions, Having flexibility in thinking in searching Alternative solutions to problems)	
		Entrepreneurship	<p>Phase A: SYMPATHETIC (Self-Manage Plastic Waste)</p> <p>Phase B: RAME. COM (Skillful Use of Compost)</p> <p>Phase C: INTERESTING (Making Various Crackers)</p>	<p>Phase A Worked together, Critical Reasoning, Creative</p> <p>Phase B Work together Critical Reasoning Independent</p> <p>Phase C: Worked together Creative Independent</p>	<p>Phase A Mutual cooperation (collaboration, caring and sharing) Critical Reasoning (obtaining and processing information and ideas, analyzing and evaluating reasoning, reflecting on thoughts and thought processes in making decisions. Creative (Element produces original ideas, Element has flexibility in thinking in finding alternative solutions to problems)</p> <p>Phase B Gotong Royong (Collaboration, Caring, Sharing) Critical Reasoning (obtaining and processing information and ideas, analyzing and evaluating reasoning, reflecting on thoughts and thought processes in making decisions. Independence (Understanding of oneself and the situation at hand; Self-regulation)</p> <p>Fase C Mutual cooperation (collaboration, caring and sharing) Creative (Generates original ideas, produces original works and actions) Independence (Understanding of oneself and the situation at hand; Self-regulation))</p>	Even Semester 2022/2023

It can be seen in the table above that the Batch I Driving School for the second year of elementary school level in Soppeng Regency has carried out project activities to strengthen the profile of Pancasila students in accordance with those determined by the Ministry of Education and Culture, Research and Technology.

DISCUSSION

Based on the results of observations and interviews with school principals and teachers, it was found that all parties involved in the project activities to strengthen the profile of Pancasila students were very enthusiastic and enthusiastic in implementing the project to strengthen the profile of Pancasila students in their respective educational units. Many parties were involved in the project such as the principal, school supervisor, class teachers, subject teachers, students and outside parties were also involved such as parents of students and the community as well as groups who were experts in their fields such as local traditional leaders, community health center employees, and so on. The school also chooses a theme to suit the needs and conditions of the educational unit and the problems that occur around the school environment so that the implementation of this project can strengthen the character of students according to the Pancasila student profile.

As previously explained, the choice of theme for the project to strengthen the profile of Pancasila students is different for each school because it is adapted to the characteristics of the students and the conditions of the school environment so that each educational unit chooses several themes that have been prepared by the central ministry to be selected, such as the theme of local wisdom, the theme of engineering and technology, the theme of entrepreneurship, the theme of diversity, diversity, the theme of sustainable lifestyles, and the theme of building one's body and soul.

Based on the chosen theme, the school can design different topics for each phase, as shown in table 1, namely from SDN 118 Ujung, choosing a sustainable lifestyle theme in the odd semester with the topic of creating pots from used gallons, which is the dimension of the Pancasila student profile that they want to strengthen. are the dimension of faith, devotion to God Almighty and having noble character, the dimension of critical reasoning, and the creative dimension. It is also different from the implementation of the project to strengthen the profile of Pancasila students in the even semester where SDN 118 Ujung chose the theme of building the body and soul with the topic healthy is awesome where the dimension of the profile of Pancasila students that wants to be strengthened is the dimension of faith, devotion to God Almighty and having noble character. independent dimension, and creative dimension.

Furthermore, the implementation of the project to strengthen the profile of Pancasila students at SDN 238 Laempa chose the theme of local wisdom in the odd semester with the topic maddoja bine where the dimensions of the profile of Pancasila students that wanted to be strengthened were the dimension of faith, devotion to God Almighty and having noble character, the dimension of global diversity, and the dimension of worked together. It is also different from the implementation of the project to strengthen the profile of Pancasila students in the even semester where SDN 238 Laempa chose the theme of a sustainable lifestyle with the topic of smartly managing plastic waste where the dimension of the profile of Pancasila students that wants to be strengthened is the dimension of faith, devotion to God Almighty and having noble character, the dimension critical reasoning, and creative dimensions.

This is also different from the implementation of the project to strengthen the profile of Pancasila students at SDN 5 Mattiropole which chose the theme of local wisdom in the odd semester with the topic, let's get to know my tradition, where the dimension of the profile of Pancasila students that wants to be strengthened is the dimension of faith, devotion to God Almighty and having noble character, the dimension of diversity. global, and collaborative dimensions. It is also different in the implementation of the project to strengthen the profile of Pancasila students in the even semester where SDN 5 Mattiropole chose the theme of entrepreneurship with the topic of waste, my responsibility, where the dimensions of the profile of Pancasila students that want to be strengthened are the dimensions of critical reasoning, the dimension of mutual cooperation and the creative dimension.

Looking at the implementation of the project to strengthen the profile of Pancasila students at SDN 100 Dare Bunga-Bungae, there is also a difference with other schools in that they chose a sustainable lifestyle theme in the odd semester with a topic in phase A cempaka (smartly managing quality waste) where the dimensions of the profile of Pancasila students that want to be strengthened are critical reasoning dimension, creative dimension, and mutual cooperation dimension. Phase B of the project topic for strengthening the profile of Pancasila students is aerobic pempos (use of aerobic compost fertilizer) where the dimensions that are strengthened are the dimension of faith, devotion to God Almighty and having noble character, and the creative dimension. Phase C, the

topic of the project to strengthen the profile of Pancasila students, is plant essence (one student, one plant) with the dimensions strengthened being the independent dimension, the creative dimension and the mutual cooperation dimension. It is also different from the implementation of the project to strengthen the profile of Pancasila students in the even semester where SDN 100 Dare Bunga-Bungae chose the theme of entrepreneurship with a topic in phase Asympathika (self-management of plastic waste) where the dimensions of the profile of Pancasila students that want to be strengthened are the dimension of critical reasoning, the dimension of working together and creative dimensions. For phase B, the topic chosen is rame.com (skilled use of compost) where the dimensions of the Pancasila student profile that want to be strengthened are the dimension of mutual cooperation, the dimension of critical reasoning, and the dimension of independence. Continuing in phase C, the topic chosen is interesting (making various crackers) where the dimensions of the Pancasila student profile that want to be strengthened are the dimension of mutual cooperation, the creative dimension, and the independent dimension.

From the explanation above regarding the implementation of the project to strengthen the profile of Pancasila students, it is in line with previous research, the results of which show that it is very important for related parties, such as educators, parents and the community, to support and collaborate and continue the implementation of this project to strengthen the profile of Pancasila students in order to form the younger generation. superior and competitive (Hijran & Fauzi, 2023). The same thing was also expressed that cooperation, strong commitment, seriousness and real implementation are needed from all parties without exception, so that the Pancasila student profile can be embedded in students (Rachmawati et al., 2022). Similar things were expressed in research where the implementation of the project to strengthen the profile of Pancasila students was one of the means for forming the character profile of students as Pancasila students, so that stakeholders such as school principals, parents, students, educators, partners, school supervisors, school committees, delegates City/provincial cultural education offices must build and establish good collaboration and cooperation so that positive impacts can be felt as a whole (Indriani et al., 2023).

Therefore, it is very important that collaboration or cooperation is carried out by all school stakeholders, including other stakeholders, so that the implementation of the

project to strengthen the profile of Pancasila students in the Class I Driving School Program runs as expected so that it can strengthen the various characteristics of the profile of Pancasila students.

CONCLUSION

In accordance with the description previously explained, it can be concluded that the implementation of the project to strengthen the Pancasila student profile allows students to learn in a non-formal atmosphere, with a flexible learning structure, more interactive learning activities, and ongoing community support to develop various skills in implementing the project strengthening the profile of Pancasila students. There are six project themes that can be chosen by educational units at the elementary school level to implement projects to strengthen the profile of Pancasila students, including building their body and soul, local wisdom, diversity, entrepreneurship, engineering and technology, and sustainable lifestyles. Apart from that, there are also six dimensions of the project to strengthen the profile of Pancasila students, namely 1) faith, devotion to God Almighty, and noble character, 2) critical reasoning, 3) creativity, 4) global diversity, 5) independence, and 6) working together. work together. All dimensions of the Pancasila student profile form a unified whole so that every student can become a lifelong learner with character, competence and behavior according to Pancasila values.

The results of an evaluative study of the implementation of planning and implementation of the project to strengthen the profile of Pancasila students, namely the Class I Mobilization School Program at Elementary School level in Soppeng Regency for the second year, are known to be at an advanced stage where project-based learning to strengthen the profile of Pancasila students has become a habit of educational units that have passed the Program. Batch I Driving School because it has entered its second year of implementing the independent curriculum and the concept of understanding the project to strengthen the profile of Pancasila students has been understood by every educator in their respective educational units because they often carry out routine workshops and there are several educational units that implement the project to strengthen the profile of Pancasila students This has involved partners in implementing the project so that it has an impact on subsequent projects which will be implemented continuously every semester.

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