Project Management of Strengthening the Profie of Pancasila Students in Eementary Schools in Geger District, Madiun Regency

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Abstract
This research describes the implementation of a project to strengthen the profile of Pancasila students (P-5) at SD Geger sub-district. The aim of this research is to describe the implementation of P-5 in elementary schools in Geger sub-district. This type of research is descriptive qualitative. The data source is P-5 activities. Data collection through observation, interviews and documentation, data analysis using the interactive model from Miles and Haberman. The results of the research are the implementation of holistic, contextual, student-centered education, and a new exploration of 12 elementary schools.
Keywords: *Management, Pancasila Student Profile, Pancasila Student Profile Strenghtening Project*

Abstrak
Penelitian ini mendeskripsikan pelaksanaan proyek penguatan profil siswa Pancasila (P-5) di SD Kecamatan Geger. Tujuan penelitian ini adalah untuk mendeskripsikan implementasi P-5 di sekolah dasar se-kecamatan Geger. Jenis penelitian ini adalah deskriptif kualitatif. Sumber datanya adalah kegiatan P-5. Pengumpulan data melalui observasi, wawancara dan dokumentasi, analisis data menggunakan model interaktif Miles dan Haberman. Hasil penelitian adalah penerapan pendidikan holistik, kontekstual, berpusat pada siswa, dan eksplorasi baru di 12 sekolah dasar.
Kata kunci: *Manajemen, Profl Pelajar Pancasila, Proyek Penguatan Profil Pelajar Pancasila*

INTRODUCTION

Education in Indonesia has been regulated by the legal basis of Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (Sisdiknas). Article 3 of the law states that national education has the function of developing abilities and forming character and civilizing a dignified nation in order to educate the nation's life. Through this function, it is clear that there is a need for education that focuses on character building, namely character education.

Character education is currently needed to respond to the development of Science and Technology (Science and Technology) in the 21st Century. The development of Science and Technology affects all aspects of community life, such as: economic, social, cultural, and defense and security systems. These developments have an impact on the mindset, attitudes, and behavior of students. The fulfillment of ready-made needs, the decline of tolerance and mutual cooperation, and the emergence of brawls between students and bullying in schools, are forms that contradict the values of Pancasila. Considering these changes, it is necessary to have character education in order to realize the development of the potential of students to become human beings of faith and devotion to God Almighty, noble character, healthy, knowledgeable, capable, independent, and become democratic and responsible citizens. This condition is the priority of the President of the Republic of Indonesia (RI) to prepare the nation towards the golden generation of 2045 with the spirit of Pancasila.

To realize the golden generation of 2045, it is necessary to strengthen character education (PPK). The focus of PPK is to implement a mental revolution for the current generation. This mental revolution by President Joko Widodo is called the National Movement for Mental Revolution (GNRM). The movement has main values, namely: religiosity, nationalism, independence, mutual cooperation and integrity. The values listed in GNRM are character values that need to be developed instilled and practiced through the national education system so that they are known, understood, and applied in all aspects of life at school and in society.

Since the enactment of the 2022 curriculum or better known as the Merdeka curriculum, each educational unit has implemented character education oriented towards the Pancasila student profile (P-3). Learning to realize P-3 is carried out with project-based learning activities. Project-based activities were chosen because they help students a lot. Dwi Utari, at al, (2022) stated that the use of project-based learning can overcome the problems experienced by students: poor performance; not optimal memory; less focus on learning; slow learning speed; move when started with stimulas, and slow to adapt and interact.at all

The project to strengthen the profile of Pancasila students (P-5) in elementary schools in Geger sub-district, Madiun district began in the 2022/2023 academic year. This implementation is of concern to researchers to be studied in terms of its implementation management. Terry (Sumadi, at al, 2020) explains that management is a process that includes planning, organizing, mobilizing, and controlling actions to determine and achieve predetermined goals by utilizing various human resources and other sources.

The definition of management above directs the form of planning, implementation, and evaluation of P-5, in elementary schools in Geger sub-district, Madiun district. The limited information about the implementation of the Merdeka curriculum (IKM) and the P-5 implementation system is a problem for the education unit. Limited information and the lack of teachers being given education and training, but the elementary school education unit (SD) has been able to implement P-5 activities. This contradiction provides information and data that the planning prepared by the school needs to be analyzed and interpreted.

Some research on P-5 has focused on the systematic implementation of P-5, starting from identifying school readiness, implementing P-5, conducting assessments and evaluations. The systematics clearly shows that the school or some teachers already have knowledge about implementing P-5. Whereas in this study, the researcher focuses on planning with a focus on design and system building, implementation focuses on the selection of themes and project modules, and evaluation focuses on the form of competency disclosure based on elements of the targeted dimensions. This focus is of concern to researchers because elementary schools have limited information and teachers who have not been given training but in their reports are said to have implemented P-5.

The project to strengthen the profile of Pancasila students is designed so that students can investigate, solve problems, and make decisions Through this project, the cultivation and development of the character of mutual cooperation and creativity in students can be implemented Rachmawati and Marini (2022) state that the use of project-based learning in this learning is also expected to overcome the problems experienced by children including: 1) have low achievement, 2) have low memory, 3) pay less attention, 4) have a slower learning speed than other friends. 5) need more stimulation to do the task and 6) experience adaptation and social relationship problems in the classroom.

The results of research from Fatmawati, et al, (2023) explained that the purpose of holding entrepreneurial learning is: 1) building entrepreneurial character; 2) preparing entrepreneurial learning services based on business practice; 3) preparing industry learning stubs; 4) preparing School graduates to become entrepreners. Salvador (Fatmawati, 2023) explains that a country will prosper if entrepreneurship in a country reaches 2% of the total population. Indonesia is well aware of the importance of entrepreneurial education for the advancement of Indonesian human resources.

The results of research from Voda (2019) explain that eliciting motivation or intention and building entrepreneurial behavior is the most important thing because it is the process of the first phase in creating superior business people. This explains that there is a positive influence between entrepreneurial education on motivation or on the entrepreneurial intentions of learners in the short-term and long-term perspective.

The results of Badeni's research (2022) explain that the principles of instilling character to love the environment is one of the goals is local wisdom. This is to build the character of the younger generation in order to have a personality and character loving peace and prosperity. The function of local wisdom as an instrument for personality and the goodness of character development. It is indicated as an adhesive element in social cohesion, as a basis of thought with society, and as a basic interaction within members of society both internally and externally.

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The results of research from Hidayati, et al, (2020) explained that character education in schools is based on the wisdom of the school management leadership, namely by integrating values and aesthetics in the learning process (through intrakurikuler, namely by integrating values and aesthetics in the learning process (through intrakurikuler, cocurricular, and extra-curricular), internalizing character values to learners through habituation and training methods, providing examples and models, creating condition situations in the school environment based on the wisdom of school leaders, and, and have the will to make every personal.

The description above provides direction to researchers about the planning, implementation, and evaluation of the project to strengthen the profile of Pancasila students in 30 elementary schools in Geger sub-district, Madiun district. For this reason, researchers can formulate research problems, namely: How do elementary schools in Geger sub-district implement the Pancasila student profile strengthening project? While the research objective is to describe the implementation of the Pancasila learner profile enhancement project in elementary schools in Geger sub-district, Madiun district.

METHOD

Researchers determine the type of research is descriptive qualitative with a case study approach. Sugiyono (2019: 18) explains that the Post Positivism philosophy is the basis for research methods, scientific conditions are the basis for research, researchers cannot intervene but act as instruments, and data is analyzed with an interactive model. The explanation above confirms that the research that researchers do can participate in activities but cannot intervene.

The research was conducted from January to April 2023. The research subjects were the P-5 management team in 30 public elementary schools in Geger sub-district, Madiun district. The research flow can be described as follows:
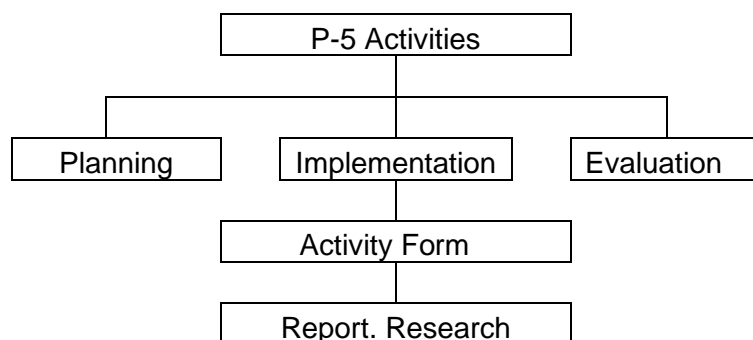

Figure 1: Research flow Forms of P-5 implementation

Project activities to strengthen the profile of Pancasila students in 30 primary schools in Geger sub-district, Madiun district need to be analyzed, synthesized, and interpreted to have meaning. The P-5 activities are analyzed in terms of: planning, focusing on design and building learning systems; implementation, focusing on the selection of themes and project modules; evaluation, focusing on: disclosure of competencies based on elements in the dimensions of the Pancasila learner profile. The results of the above analysis are then seen from the real form of activities during one semester. The results of the analysis and observation of the form of P-5 activities are synthesized and interpreted to be compiled in a research report.

The research subjects were 30 project management teams to strengthen the profile of Pancasila students, 30 elementary school principals, Geger sub-district elementary school supervisors, and 30 school committees. The main data sources were documents and forms of P-5 activities. Data collection techniques were observation, literature study, and in-depth interviews with informants.

The degree of trust is the activity of describing the results of research on the real picture of the object. Moleong (2019: 48) states that techniques to test the degree of trust can be through: extension of participation, persistence of observation, triangulation, peer checking, adequacy of reference, negative case analysis, member checking. The techniques used to test the degree of trust in this study are observation persistence and triangulation. Data in the form of documents is validated when making

observations with matching techniques. While interview data is validated by interview techniques.

The data that has been entered is then analyzed, synthesized, and interpreted to make meaning. The definition of data analysis explained by Afrizal (2015) states that data analysis is a basic data processing activity that is still in the form of actions, narrations, field notes, and written materials that support research, so that it can be interpreted. The stages of analyzing data using Miles and Huberman (Afrizal, 2015) explain that the stages of analyzing qualitative research data are data reduction, data presentation, and drawing a conclusion.

RESULTS AND DISCUSSION

Result

The implementation of project activities to strengthen the profile of Pancasila students in each elementary school (SD) in the Geger sub-district area of Madiun district chooses a different theme. The results of observations and interviews can group elementary schools based on theme selection. Group I, 18 elementary schools chose the theme of entrepreneurship with activities: making salted eggs, batik, and crafts. Group II, 12 primary schools chose local wisdom, such as: dancing, tembang macapat, and the traditional art of dongkrek. Overall, the primary schools implemented character education through school culture, such as: reading the Quran in the first 30 minutes before learning, shaking hands when entering the school yard, and carrying out Islamic holidays.

The results of the interview obtained data that the theme of entrepreneurship was chosen by the school because: 1) did not involve practitioners, because there were teachers who had the skills to make salted eggs and hand skills; 2) did not involve the role of parents of students in financing P-5 activities; 3) the implementation of activities was directly handled by homeroom teachers; 4) did not understand the cross-disciplinary understanding, so the short-term target was the implementation of P-5.

Interview results for schools that chose the theme of local wisdom, namely: 1) the support of parents of students is very optimal, especially the problem of financing P-5 activities; 2) the implementation of P-5 activities involves the role of practitioners in order to achieve learner-centered learning and can explore; 3) the role of the teacher as an observer to see indicators of the emergence of character values of each student; 4) learning does not have to be in the school environment, but can be outside the school; 5) it is expected that students gain knowledge about character values from the arts studied with a conducive learning atmosphere.

The interview results for the development of character education through school culture, namely: 1) realizing the vision and mission of the school, because the school has a vision of making students who have faith or the like; 2) being a mirror of the form of school for the community; 3) realizing the learning theory of stimulus-response; 4) realizing child-friendly schools; 5) convincing teachers about the state of students before learning takes place.

The inventory of P-5 activities for the two groups is written in the following table:

Table 1. P-5 Inventory Results for Group I and II

Activity	Stage	Document	Description
Planning	System development	P-5 management team decree	Already exists
	Four Principles of Implementability	Holistic ContextuaL	Already visible There is a connection
		Learner-centered	Learners carry out the activity
		Exploration	Not yet visible
Implementation	P-5 Activity Administration Principles of interdisciplinary learning	Project Module	Majority not yet available
		Practitioner Decree	Not yet available
Activity Evaluation	Activity monitoring	Observation Questionnaire	None

The planning stage consists of two main activities, namely: developing the system and analyzing the principles of P-5 implementation. For the system development stage, P-5 managers tend to implement P-5 by class teachers, namely class IV teachers. This is because: those who understand the characteristics of the learners are the class teachers and those who make learning reports are also handled directly by the class teachers.

The four principles for implementing P-5, from 18 elementary schools, cannot be said to meet the implementation requirements, namely: learning is holistic, contextual, student-centered, and exploratory. For Holistic, contextual education systems do not exist in schools, and centering on students cannot be implemented because the resource comes from the class teacher, contextual nature is fulfilled because manual skills and entrepreneurship exist in the students' environment. Exploration is not visible because the instructor is the class teacher, so the method used is the same as intracurricular learning.

At the P-5 implementation stage, researchers focused on two documents, namely the project module document and the teaching decision letter for practitioners. The project module document majority do not yet exist because there is no example of the correct document, for example as in the lesson plan (RPP). The decree for practitioners does not yet exist because P-5 activities are directly handled by the fourth grade teacher.

At the evaluation stage, classroom teachers who teach P-5 activities have not formulated a format to record the emergence of the dimensions of the Pancasila learner profile. Classroom teachers record each activity in the diary for students who are active and show the correct project results.

Character education implemented by school managers is not only through P-5 activities. School managers in developing the character of learners with habituation at school, for example: coming and going home shaking hands with the father/mother of the teacher. In addition, it has been decided together to conduct coaching during learning, for example: teachers are asked to tell stories by choosing the right time.

Discussion

The development of the learning system for P-5 activities has not been well implemented. Zahara Idris (Dahniar, 2022) suggests that a system is a unit consisting of components or elements or elements as sources that have a functional relationship that is regular, not random, and helps each other to achieve a result (product). The definition of the system leads researchers to understand the definition of the P-5 system, which is the development of several interconnected learning components. For P-5, the components outside the school are the school committee, supervisors, practitioners and parents. For this reason, P-5 managers need to understand the characteristics of systems. Easton (Khaidarmansyah and Rusdi, 2018) explains the characteristics of the system, as follows: 1) The system has boundaries within which there are functional interrelationships that are primarily based on some form of communication. mainly based on some form of communication; 2) The system is divided into sub-systems that exchange with each other (such as between teachers and principals). exchanges (such as between teachers and principals); 3) The system can code, that is, receive information, learn and translate input into some form of communication. translate inputs into some kind of output.

The school education system has not been successful in P-5 activities, proven from: 1) does not involve practitioners, 2) does not involve the role of parents of learners in financing P-5 activities; 3) the implementation of activities directly handled by the homeroom teacher. The lack of development of school education has an impact on the low achievement of goals on the theme of entrepreneurship. The low emergence of motovasi has an effect on the low creates a generation of nations. This is in line with Salvador's statement (Fatmawati, 2023) that the country will prosper if entrepreneurship in a country reaches 2% of the total population.

The parts of the organization are a system, in the form of individuals and their personalities, formal structures, informal interaction patterns, status and role patterns, and the physical environment of work. This is what is called the organizational system. The principles of P-5 implementation are given four main standards, namely: holistic learning, contextual, learner-centered, and exploration. The principle of holistic learning is explained by Usman and Awaru (2022) who states that holistic learning is an educational philosophy that departs from the idea that basically an individual can find the identity of meaning and purpose of life through his relationship with society, the natural environment, and spiritual values. On the other hand, Yogiswari (Usman and Awaru, 2022) states that holistic education, students can be themselves because being themselves is better so that individuals can develop, in the sense that they can gain social skills, and can develop their character and emotions.

The implementation of holistic learning needs to look at the principles of holistic education. Schreiner (Punuh, et al, 2022) states that the principles of holistic education, namely: 1) Centered on God who creates and maintains life; 2) Education for transformation; 3) Relates to the development of the whole person in society; 4) Valuing the uniqueness and creativity of the individual and society based on their interconnectedness; 5) Enabling active participation in society; 6) Reinforces spirituality as the core of life and at the center of education; 7) Promotes a praxis of knowing, teaching and learning; 8) Relate and interact with different approaches and perspectives. Chowdhury (2023) explains the benefits of holistic learning are to enable learners to utilize various types of thinking, reasoning, and action; anticipate, create, and negotiate; manage, empower, and facilitate; investigate, model, and analyze.

P-5 activities that accommodate practitioners of activities and the role of parents of learners is one form of holistic learning. This is in accordance with the results of research from Hidayati, et al, (2020) which explains that character education in schools is based on the wisdom of the school management leadership, which, namely by integrating values and aesthetics in the learning process (through intracurricular, co-

curricular, and extra-curricular), internalizing character values to learners through habituation and training methods.

Activity P-5 has the principle of implementation, namely contextual. The definition of contextual is explained by Blanchard (Raja Usman, 2017) which states that contextual learning Contextual Teaching and Learning) is a concept that makes teachers link the context of subjects with real-world situations and motivates students to make connections between knowledge and its application in their lives as family members, citizens and workers. Furthermore, Zahorik (Afriani, 2018) explains that in contextual learning practices based on constructivism, there are five elements that need to be considered, namely: 1) Activating knowledge, namely activating existing knowledge; 2) Aquiring knowledge is the acquisition of knowledge by learning the whole first and then paying attention to the details; 3) Understanding knowledge is understanding knowledge by: (1) formulating hypotheses, (2) sharing with others in order to get a response (validation), (3) revising and developing concepts that have been understood; 4) Applying knowledge, namely applying knowledge and experience in new situations; 5) Reflecting knowledge is reflecting on the knowledge development strategy.

Learner-centered learning in P-5 should have the teacher as a facilitator rather than an instructor or resource person in P-5 activities. Learner-centered learning can help in many ways. Krishnan (Satriaman, et all, 2018) states that learner-centered learning can help students to develop learning skills such as time management, communication, critical thinking and problem-solving skills. This understanding directs the P-5 manager in the education unit that instructors or naras umber should be taken from practitioners.

Learning is learner-centered so the teacher's position should be that of a facilitator. The main task of the teacher is to create a learning atmosphere that provides space for activeness between teachers and students. With this activeness, a change in students will be obtained as a result of learning. Djamarah (Alkhateeb and Milhem, 2020) explains that there are several changes from learning outcomes which are characterized as follows: 1) Changes that occur consciously. Individuals who learn will realize the change or at least the individual feels that there has been a change in him. For example, he realizes that his knowledge, skills and habits have increased; 2) Changes in learning are functional. As a result of learning, changes that occur in individuals are continuous and not static. A change that occurs will cause the next change and will be useful for life or the next learning process. For example, if a child learns to write, then he will experience a change from not writing to being able to write; 3) Changes in learning are positive and active. In the act of learning, these changes always increase and are aimed at obtaining something better than before. Thus, the more learning efforts are made, the more and better the changes obtained. Active changes mean that the change does not occur by itself, but because of the individual's own efforts. For example, changes in behavior due to the maturation process that occur by themselves due to internal motivation are not included in the definition of learning; 4) Changes in learning are not temporary. Changes that occur due to the learning process are permanent or permanent. This means that the behavior that occurs after learning will be permanent. For example, a child's ability to play the piano after learning, will not disappear, but will continue to be owned and even more developed if it continues to be used or trained; 5) Changes in learning are purposeful or directed. This means that changes in behavior occur because there is a goal to be achieved. Learning changes are directed at changes in behavior that are truly conscious. For example, someone who learns to type has previously determined what might be achieved by learning to type; 6) Changes cover all aspects of behavior. Changes obtained by individuals after going through a learning process include changes in overall behavior. If someone learns something, as a result he will

experience a change in behavior as a whole in attitudes habits, skills, knowledge and so on. For example, if a child has learned to ride a bicycle, then the most visible change is the skill of riding that bicycle. However, he has experienced other changes such as an understanding of how a bicycle works, knowledge of the types of bicycles, bicycle tools and so on.

Exploratory learning leads to the formation of ideas to build knowledge. Octariani and Halimah (2017) explain that exploratory learning is a learning that aims to explore ideas, arguments and different ways of students through a number of open questions and commands so that it can lead students to understanding a concept and solving problems.

The exploration approach is one of the approaches based on the theory of constructivism. The theory of constructivism is a theory that supports the implementation of learner-centered learning activities. The exploration approach is an approach that aims to explore ideas, arguments and different ways of students through a number of open questions and commands so that it can lead students to understanding a concept and solving problems. Octariani and Halimah (2017) in this approach students become active explorers and the teacher only acts as a guide and facilitator of the exploration.

The observation results stated that the project module had not been obtained. This can be interpreted that the implementation of P-5 activities is not optimal. This is because as a stage to formulate goals, conduct assessments, teachers are oriented towards results. This is certainly a contradiction with the implementation of the Merdeka curriculum (IKM), because what is assessed is the process of the activity, not the result in the form of a product. Wijayanti, et all, (2022) explain that the project module is a document that contains the objectives, steps, learning media and assessments needed to carry out a project to strengthen the Pancasila Student Profile. The project module also functions as a learning planning module with a project-based learning concept.

The project module directs the implementation of evaluation. The form and weight of evaluation need to be considered with the ability of students. Makrifah, et all, (2023) stated that the form of evaluation of the project to strengthen the Pancasila learning profile needs to be considered the ability level of students. This evaluation is not to compare cognitive levels but to see the progress of mastery of the project. For the development of P-5 assessments explained by Diputera, et all, (2023) assessment development needs to be seen from the elements and sub-elements of each dimension in the Pancasila learner profile.

Project modules that do not yet exist can be interpreted that the professional competence of teachers who teach P-5 is still low. Nematilloevich (2023) explains that the professional competence of teachers is something competence and skills that exist in individuals in terms of technology, science, social, and spirituality in an overall way to make the standard competencies of the teacher's work to fulfill their functions and duties which are characterized by competencies that are required. Some professional competencies that can be developed in students in the early grades are literacy and numeracy activities.

The description above implies that teachers must be professional because P-5 is an opportunity for students who have delays in learning and as an opportunity to position themselves as facilitators by collaborating with activity practitioners. Sidjabat (Mortan Sibarani, 2018) states that professional teachers master the science or what they are engaged in. To realize this, there are four things that need to be done, namely understanding: teaching material; structure, concepts, and methods of science that are coherent with teaching material; relationships between concepts between subjects; able to apply scientific concepts in everyday life. Hidayati (2022) explained that teachers' professional competence affects the character of students. This description

directs researchers that professional competence needs to be continuously improved because the material taught has a relationship with the material before and the next material. This certainly affects the character building of students.

CONCLUSION

The conclusion of this research is that the conditions for implementing P-5 activities, namely: Holistic, contextual education, student-centered learning, and exploration, only 12 elementary schools in Geger sub-district can be said to be fulfilled. This is because the implementation of P-5 activities complies with the rules, namely accommodating activity practitioners and involving the role of parents of students.

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