

Implementation of The Profile Strengthening of Pancasila Student Profile (P5) in Building Student Character in First Middle School

Ni Wayan Wini Widarini¹, Ni Ketut Suterji²

¹SMP Negeri 1 Susut, Bangli, Bali, Indonesia

²Sekolah Tinggi Agama Hindu Bhatara Guru Kendari Sulawesi Tenggara, Indonesia

¹winiwidarini01@gmail.com

Abstract

Technological progress is one of the factors that influence the achievement of educational goals. The negative side can give rise to ethical and moral crises that hit society. The government launched the Pancasila Student Profile as one of the efforts to improve the quality of education in Indonesia which emphasizes character building. Strengthening the Pancasila Student Profile focuses on cultivating character, as well as instilling abilities in daily life in individual students through school culture, namely intra-curricular and extra-curricular learning, projects to strengthen Pancasila student profiles. The purpose of this article is to conceptually describe how the strengthening of the Pancasila student profile project is implemented in junior high schools with the independent teaching curriculum implemented at SMP Negeri 1 Susut in the 2022/2023 academic year. The hope of this article is that practitioners in the field of education can understand more deeply about the implementation of the project to strengthen the profile of Pancasila students in junior high schools. This study uses a type of qualitative research, with a descriptive approach. Data collection techniques used are observation, interviews and literature research. Based on the results of observations made by researchers at SMP Negeri 1 Susut, the Pancasila Student Profile Strengthening Project is a focus especially on grade 7 students with a strategy; differentiated learning, learning by project (P5) and habituation. The Pancasila Student Profile Strengthening Project was carried out by taking the theme of entrepreneurship and a sustainable lifestyle.

Keywords: Pancasila Student Profile; Character; Junior High School

Introduction

Along with the times, many changes have occurred in human life. These changes occur unnoticed by humans. This is due to the progress of human thought in carrying out life processes. The human desire to make life better and easier, brings about changes in every process of life. These changes can occur in accordance with human expectations if humans understand and improve life processes in a better direction. Of course, this cannot be separated from education. According to Gemnafle & Batlolona, 2021, one of the processes of determining the quality of life, society views education as a subject of change that forms a transformation. In a change, education is one of the determinants in improving the quality of human life so that changes lead to a better direction. This is in accordance with the function of national education regulated by Law no. 23 of 2003, Article 3 concerning the National education system which reads; "National education aims to develop the potential of students to become human beings who believe in and obey God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Suryana, 2020). Education should be able to direct students to become individuals who have better knowledge, character and behavior than before.

The atmosphere of modern life with various advances in technology and culture has had a major influence on human life. This progress has had various impacts both from the positive and negative sides. Viewed from the positive side, many conveniences are obtained, especially in the world of education. Technological progress is one of the factors that influence the achievement of educational goals. On the other hand, the negative impact that gave birth to an ethical and moral crisis that hit society. This reality encourages the emergence of various perceptions of education, which is seen by the community as an institution that builds the character of students. Character is a fundamental thing that every human has, which is also a differentiator between humans and animals. Character is an identity for each individual that is formed from attitudes, mindsets, politeness values through interactions between people and their environment. Character can also influence the way of thinking, speaking and acting for each individual. Character can be formed through education, the formation of students with character is one of the successes in achieving educational goals.

Indonesia has gone through various educational development processes through programs that have been launched by the government. Changes to the education program were made to provide a higher quality education for students. One of them is curriculum development. The curriculum in Indonesia has been developed since before independence and continues to experience changes from time to time to suit the needs of students. According to Huda (2017), the curriculum itself is the lifeblood of the course of education. Through curriculum development it is hoped that success will be created in education. Curriculum changes that continue to occur are unavoidable due to the fact that true forms of education have not been found in Indonesia. Apart from that, it is also because of the influence of socio-culture, system, politics, economy, and science and technology that makes the curriculum strive to meet the demands of the times.

To achieve success in education apart from having a good curriculum, all components in education must be related to one another (Hamid et al., 2020; Safaruddin, 2020). Educational success will not be achieved optimally if the components in implementing the curriculum do not work optimally. In implementing the curriculum, the role of educators, non-educational staff and students has a major influence in determining the success of implementing the curriculum. These three components must work together, so that educational success can be achieved.

The curriculum is the guideline for the course of education. From time to time, education in Indonesia is always changing, one of which is changing the curriculum. Curriculum changes are certainly unavoidable and unavoidable, but they must always be lived and adapted to needs and principles (Sadewa, 2022). The national education system is required to always make updates in a planned, directed and sustainable manner so as to guarantee equity in education, improve quality as well as the relevance and efficiency of education management to prepare students to face challenges according to the changing demands of life both locally, nationally and globally (Faiz et al., 2022). Every curriculum update will have a big impact on the world of education. Therefore, curriculum changes are required to make education of higher quality.

The government launched the Pancasila Student Profile as one of the efforts to improve the quality of education in Indonesia which emphasizes character building. In the current era of technological advances in globalization, the role of value and character education is urgently needed in order to provide a balance between technological development and human development (Faiz & Kurniawaty, 2022). Strengthening the profile of Pancasila students focuses on cultivating character, as well as instilling abilities in daily life in individual students through school culture, namely intra-curricular and extra-curricular learning, projects to strengthen Pancasila student profiles. This is in

accordance with the needs of the education system in Indonesia amidst the decline in the morale and character of students. The Pancasila student profile was created as an answer to a question about education in Indonesia, about what kind of student competencies the Indonesian education system wants to produce. These competencies include being competent, having character as well as behaving according to Pancasila values” (Makarim & Fauzi, 2022). At present, strengthening the Pancasila student profile project is being implemented starting in educator units through the driving school program (PSP) at both the elementary, middle and high school/vocational school levels.

The application of Pancasila student profiles in schools can be carried out through school culture, co-curricular activities, intra-curricular and extra-curricular learning which focus on building character and abilities that are built in the daily life of each individual. School culture is a habit that is carried out in schools, policies, patterns of interaction and communication and norms that apply in schools. Intracurricular includes the content of learning activities or learning experiences that students get. The project is project-based learning that is contextual and interacts with the environment around students. Extracurricular activities are activities that aim to develop students' interests and talents.

Based on the description of the problem, the researcher will examine how to implement the strengthening of the Pancasila student profile project in learning in junior high schools. The purpose of this article is to conceptually describe how the strengthening of the Pancasila student profile project is implemented in junior high schools with the independent teaching curriculum implemented at SMP Negeri 1 Susut in the 2022/2023 academic year. The hope of this article is that practitioners in the field of education can understand more deeply about the implementation of the project to strengthen the profile of Pancasila students in junior high schools.

There are research results from Susilawati et al. (2021) which have similarities with this study. The similarity is, in this study conducted research on the profile of Pancasila students. While the difference is that the research sample is aimed at educators, while in this study it is aimed at students. Increasing the use of the *Merdeka Belajar* Platform in internalizing Pancasila values through the Pancasila Student Profile, support is needed by efforts to increase the quality and quantity of Pancasila Student Profile content as well as policy support in the use of PMM and collaborative synergies between schools, government, communities and stakeholders. Another study that has similarities to this research, namely, was conducted by Rusnaini et al (2021) concerning the Profile of Pancasila Students. What differs from this research is that this research examines the intensification of the Pancasila student profile and its implications for students' personal resilience, while this research prioritizes the application of the Pancasila Student Profile in the formation of the character of students at the junior high school level. Character education is very important because it can develop the knowledge insights possessed by students and foster students' character values. The application of the Pancasila student profile is an effort made to achieve an understanding and character that is in accordance with Pancasila values so that Pancasila remains the ideological basis of the Indonesian nation. The existence of research on the application of the Pancasila Student Profile in character building, is expected to be able to find out the strategies implemented by the teacher in implementing the Pancasila student profile to shape the character of students.

Method

This study uses a type of qualitative research, with a descriptive approach. Qualitative research describes the results of observations felt by researchers. This method was chosen because the researcher wanted to obtain data that could describe the

application of Strengthening the Pancasila Student Profile in the formation of the character of students. In using this method, researchers collect data by observation, interviews and literature research. At the observation stage the researcher is directly involved in the daily activities of the object being observed. Observations were carried out directly by researchers, both inside and outside the classroom. This research was conducted by observing the implementation of the Pancasila Student Profile Strengthening Project at SMP Negeri 1 Susut, and reading, taking notes as well as studying the reading material that was selected and considered appropriate to the subject matter of the study, then filtering and also theoretically pouring it into the framework associated with Strengthening Student Profiles Pancasila. This method is used with the aim of strengthening facts, comparing differences or similarities between both theory and practice that the author is currently researching. At the library research stage, other than through books, researchers also access websites (access internet sites) to obtain information for this research. Information related to research, namely websites regarding research journals Strengthening Pancasila Student Profiles.

Results and Discussion

Based on the results of observations made by researchers at SMP Negeri 1 Susut, the project to strengthen the profile of Pancasila students is especially focused on grade 7 students with a strategy; differentiated learning, learning by project (P5) and habituation. Differentiated learning is an attempt to adjust the learning process in class to meet the learning needs of each student. Learning in the independent learning curriculum contains the term KOSP (education unit operational curriculum) which is used as the basis for learning at school which is then translated into CP (Learning Outcomes), TP (Learning Objectives) and ATP (Learning Goals Flow). In the learning process in the independent learning curriculum, it is not adapted to class but to phases, which junior high school is phase D. Learning in phase D does not have to be forced but is carried out flexibly according to learning outcomes.

According to Nurullaeli & Astuti (2018), differential learning is a learning model that is grafted on the importance of movement variability and is rooted in the dynamic system theory of human movement. In this study, learning activities are carried out flexibly, adjusting to the needs of students. Differentiated learning is adapted to the interests and talents of students in one class, so that learning outcomes are fulfilled to the fullest. In addition, learning in the independent curriculum is adapted to the situation and conditions of the school. In the learning process students can learn according to their needs and understanding. So when the learning process, students who have less ability, can adjust themselves, so that learning can run according to the abilities of students. Teachers in this learning are required to understand and observe students, as well as assess students' readiness, interests and talents in each learning process so that students can achieve knowledge in accordance with predetermined learning outcomes.

The independent curriculum at SMP Negeri 1 Susut is applied to grade 7, while grades 8 and 9 use the K13 curriculum. Before using the independent curriculum, SMP Negeri 1 Susut applied the K13 curriculum. So grades 8 and 9 who have already used the 2013 Curriculum from grade 7 do not use the independent curriculum. The independent curriculum is also a new curriculum, so the teachers who teach are also still in the adjustment stage. In addition, the reason this school only implements the independent learning curriculum in grade 7 is because implementing or implementing the independent learning curriculum requires processes and stages that must be understood by teachers, and cannot be implemented quickly. So that for other classes the independent curriculum is used as a companion curriculum. The purpose of this school choosing to implement the

curriculum they study is as a guide to strengthen the character of students. Character education at SMP Negeri 1 Susut had previously been implemented through some habituation, but the implementation was still not fully successful. For this reason, the principal and the board of teachers at SMP Negeri 1 Susut apply an independent learning curriculum as a strengthening of the character of students according to the profile of Pancasila students.

There are several characters of grade 7 students at SMP Negeri 1 Susut who still show prominent attitudes in learning activities. For example, there are still students who in doing school assignments (PR) cannot be responsible for completing the assignments given by the teacher concerned in a timely manner. Saying greetings every time you meet a teacher or friend has not become a school culture that should be applied in everyday life. This shows the importance of strengthening the character of students. In overcoming this, to build and strengthen the character of these students this school applies the profile of Pancasila students in the independent learning curriculum. The application of the Pancasila student profile at this school is carried out through habituation activities, projects to strengthen the Pancasila student profile, intra-curricular, co-curricular and extra-curricular learning which focus on building character in each student in their daily life.

The profile of Pancasila students is carried out in accordance with the vision and mission of the ministry of education and culture (Ministry of Education, Culture, Research, Technology) as stipulated in the Minister of Education and Culture Regulation Number 22 of 2020 concerning the Ministry and Culture Strategic Plan for 2020-2024, that "Pancasila students are the embodiment of Indonesian students as lifelong students who have global competence and behave in accordance with Pancasila values, with six main characteristics; Faith, Fear of God Almighty and noble character, Global Diversity, Mutual Cooperation, Independent, Critical and Creative Reasoning" (Kemendikbud, 2021). The six dimensions of the Pancasila Student Profile cannot be separated, because the six components are interrelated and mutually supportive. This shows that in education it is not enough to just focus on one dimension, but all dimensions must be built to shape the character of students in accordance with the Pancasila Student Profile.

In connection with the development of the Pancasila character, Uchrowi (2013) suggests that the character develops like a spiral, which he calls the Character Spiral. The development of the character begins with a belief which forms the basis for the development of awareness, then the awareness builds a attitude or outlook on life, and action or behavior (action). The results of these actions will again affect one's beliefs, which will then re-develop one's self-awareness, attitudes, and behavior. This development will continue to occur repeatedly and develop like a spiral. Understanding the character of education is like a spiral, then education has a very important role in building and developing the character of students. This is also in line with the function of education stated in Article 3 of the National Education System Law, that national education has the function of "developing abilities and forming character", or the character and competence of students. The following is a faithful explanation of the dimensions of the Pancasila Student Profile.

1. Have faith and fear God Almighty

Indonesian students are students who have faith and are devoted to God Almighty. Practicing the religious values and beliefs of each individual is a form of implementation for students who are pious and have faith. Indonesian students who are pious are students who live and carry out their religious teachings with full confidence. With noble values that are understood in their religion, students become students who respond to religious

diversity and differences wisely and compassionately. The key elements of having faith and piety to God Almighty are religious morality, personal morality, morality towards humans, morality towards nature, and national ethics.

2. Global Diversification

Indonesian students understand and are aware of the ethnic, cultural and religious diversity of the Indonesian nation which is a fact of life that cannot be avoided. Indonesian students do not see diversity as a threat, but as a cultural wealth that should be preserved, explored and appreciated. Indonesian students have awareness and view diversity as cultural wealth that must be preserved, and are able to instill awareness of diversity. Global diversity encourages Indonesian students to maintain the noble culture and identity of the Indonesian nation, while maintaining an open mind in interacting with other cultures globally, as well as opening up the possibility of forming a new culture that is positive and in line with the noble values of Indonesian culture. Indonesian students are expected to be able to develop their knowledge, language and social abilities, so that they can strive to contribute to the progress of the nation. In Arifin et al (2021), there are key elements of global diversity, namely: knowing and appreciating culture, communication and interaction between cultures, reflection on and responsibility for experiencing diversity, and social justice.

3. Worked Together

Indonesian students have the ability to work together, namely the ability to carry out activities together voluntarily so that the activities carried out can run smoothly, easily and lightly (Arifin et al, 2021). Indonesian students are expected to have the ability to work together in order to be able to collaborate with other students in seeking the welfare of their environment and caring for their environment. Have awareness that cooperation and mutual assistance in groups or communities are very important in various activities with the aim of making people happy, and aware that sharing can create a better life. Indonesian students have an attitude of respecting the work and achievements of others, so they can maintain good relations with other people or the community. The key elements of mutual cooperation are collaboration, caring, and sharing.

4. Independent

Indonesian students are independent students. Independent students are students who are responsible for their learning processes and results. Have the ability to set goals for self-development and be able to develop plans to achieve these goals. Independent learners are able to control their thoughts, feelings and actions in order to achieve optimal self-development goals, both in learning activities carried out alone or with others. independent learners are also capable of conducting self-assessments in the process of achieving self-development goals and are able to commit to self-development and adapt to the various challenges that will be faced. Able to make decisions, set goals, choose learning methods and understand learning material well. The key elements of an independent profile are self-awareness and the situation one will face and self-regulation (Arifin et al, 2021).

5. Critical Reasoning

Indonesian students reason critically in an effort to develop themselves and face challenges, especially challenges in the 21st century. Indonesian students who reason critically think fairly so that they can make the right decisions by considering many things based on supporting data and facts (Arifin et al, 2021). Critical reasoning students are

able to process both qualitative and quantitative information, can analyze and conclude it. This makes Indonesian students able to solve the problems they face armed with the knowledge they have. Armed with critical reasoning skills, able to see problems and see things from various perspectives, so that they have an open mind and can respect the opinions of others, as well as improve their own opinions. In addition, by having critical reasoning, one can think systematically and draw conclusions according to the facts in solving problems. This is also done by adding insight and strengthening knowledge in various disciplines. The key elements of critical reasoning are obtaining and processing information and ideas, analyzing and evaluating reasoning and reflecting on thoughts and thinking processes.

6. Creative

Indonesian students are creative students who are able to modify and produce something original, meaningful, useful and impactful (Arifin et al, 2021). Creative ideas that are owned are able to produce something in the form of ideas, actions and real work. Able to realize the ideas and ideas that are owned in the form of real work. The development of creativity is carried out to express oneself, develop oneself in the face of various advances and changes in the world. Armed with creative abilities, Indonesian students are able to respond and respond to new things to develop their abilities and knowledge. The following are the key elements of being creative: generating original ideas, and producing original works and actions.

In addition to learning to differentiate the application of the Pancasila student profile at SMP Negeri 1 Susut, there is learning with a project whose theme refers to projects in the independent curriculum. This project is aimed at strengthening the character of students and developing interests and talents according to the abilities of students. Implementation of the Strengthening Pancasila Student Profile project is adjusted to the situation and conditions of the school. At SMP Negeri 1 Susut, the Project to Strengthen Pancasila Student Profiles is carried out every Friday and Saturday which in this project raises several themes, including; Sustainable Lifestyles, Local Wisdom, Unity in Diversity, Build Their Soul and Body, Voice of Democracy, Engineering and Technology to Build the Unitary State of the Republic of Indonesia, Entrepreneurship. The school chooses 3 themes to be implemented for one year. For now, SMP Negeri 1 Susut has the theme Sustainable Lifestyle, Unity in Diversity and Entrepreneurship. The project that has been running in semester one is with the theme of entrepreneurship and a sustainable lifestyle. While the current project is *Bhineka Tunggal Ika*. Implementation of the first project with the theme of entrepreneurship, taking the title of a woven project made from natural materials in the surrounding environment. The second project takes the theme of a sustainable lifestyle with the title my trash project, my responsibility. The third project with the theme *Bhineka Tunggal Ika*, carrying this theme at SMP Negeri 1 Susut is running a project on the diversity of dances, traditional houses and traditional clothing of the archipelago.

The implementation of the project to strengthen the Pancasila student profile was carried out in several stages. In the first stage, the implementation of this school project which raised the theme of entrepreneurship, took an activity with the title of a woven project made from natural materials in the surrounding environment. The purpose of this project is for students to be able to utilize natural materials in the surrounding environment to create innovative works that have economic value. The benefit of this activity is to produce products that have a sale value by utilizing natural materials that exist around the neighborhood or school. In implementing this project, the product made is woven from bamboo. The time given for the implementation of this project is 2 months.

In the first week the teacher gives an explanation of the art of woven work that will be made in this project, then shows a video about the technique of making woven. For this stage, students are expected to be able to understand what work will be made and the benefits of this work. The second stage, students prepare the materials used in making the bamboo woven. Next, the teacher guides students to learn the basic techniques of making plaits. Students make webbing in groups and help each other so that all students can make webbing well and finish at the allotted time.

The implementation of the project is carried out at school in each class and supervised by the teacher concerned. Equipment and materials such as bamboo, are brought by students from home. In practice, students are very enthusiastic and enthusiastic in making projects. When the project has not been completed during the allotted time at school, students are not allowed to continue weaving at home, but will do it again the following week during project lesson time. By carrying out this project, students are able to shape the character of students according to the profile of Pancasila students who are creative and independent in completing their project assignments. The end result of this activity is that students can shape woven bamboo into objects/works according to their creativity and have economic value. The results made by students are in the form of *sock* (woven bamboo used as a place for flowers or offerings in Hinduism in Bali). Crafts that have been made, some are exhibited and some are used as equipment when there is a religious ceremony at school.

The implementation of the second project takes the theme of a sustainable lifestyle with the project title My Garbage, My Responsibility. The aim of this project is for students to understand the impact of human activities, both short and long term, on the continuity of life in the world and the surrounding environment, especially how to manage waste in the surroundings. Through waste management, students are expected to be able to build awareness to behave and behave environmentally friendly and be able to think about environmental problems that occur in their surroundings. Thus, students can promote lifestyles and behaviors that protect a more sustainable environment in their daily lives. The target to be achieved from the project to strengthen the profile of Pancasila students with the theme of waste management is that students have a caring attitude towards the natural surroundings and have environmentally friendly behavior. It is also hoped that through the activities in this project students will be able to ask questions, identify, clarify, and process information and ideas about waste management. The goal of waste management is to turn the waste in schools into goods or crafts that have aesthetic and economic value or turn them into materials that are useful and do not harm the environment. By carrying out good and correct school waste management, it is hoped that it can reduce the accumulation of waste in schools.

The implementation of this project activity is divided into 4 stages, namely the introduction stage, the contextualization stage, the action stage and the reflection and follow-up stage. At the introduction stage, students are required to know the project that will be done and know the dangers of waste and waste management. At this stage, students observe videos of waste problems and discussions related to waste problems, the teacher also provides material presentation on diseases that arise due to waste. In the final stage of the waste recognition project, students make simple reports related to waste grouping, waste management and waste utilization as materials for craft products. This project was carried out aiming to strengthen the character of students and awareness of students in protecting the environment in accordance with the theme of a sustainable lifestyle. At the contextualization stage, students plan actions that can be taken to reduce the hazard of waste and make plans for waste processing products and posters about waste. Action stage, making posters about waste and products that are the result of waste

management. At this stage, students sort and classify waste, selecting waste that can be used as material for making products. After selecting the waste, students make handicraft products that have economic value. The reflection and follow-up stage is to show the results of the product and or poster that was made. In this stage, the students' work in the form of products and posters is assessed by the teacher and exhibited at the school, as a form of appreciation for the creative work of students.

The P5 activity (Project for Strengthening Pancasila Student Profiles) which was carried out at SMP Negeri 1 Susut aims to build the character of students according to the main characteristics of the Pancasila student profile. The project implemented has a goal direction by understanding and studying themes that are considered challenging for students and then realizing them in the form of real action. This project must be designed and implemented taking into account the characteristics of students so that they are able to motivate students so that they can carry out investigations, explore and be able to solve problems, and continue with decision making.

In addition to implementing P5 (Project for Strengthening Pancasila Student Profiles) as the formation of the character of students, SMP Negeri 1 Susut also applies habituation to strengthen the character of students according to the profile of Pancasila students. The habituation applied is a process of forming attitudes and behavior that is permanent and automatic through repeated and continuous learning processes carried out during and outside of learning hours. In cultivating these good habits, the teacher is a strong example in building the character of students. The teacher must be a good example for his students, because the teacher for students is a model to be imitated. When the teacher has become an idol for students, then speech behavior will become a role model for students in building the character of students at SMP Negeri 1 Susut. The teacher must also be able to carry out the habituation that is applied so that students can imitate and become accustomed to applying it in everyday life at school, at home and in the community. As an effort to improve the quality of character education, character education must be instilled in every aspect of teaching and learning activities starting from the classroom and outside the classroom, to the living environment must be sustainable in maintaining the value of character education instilled in students. Apart from teachers, outside of school, parents, family, and the community also take part in supervision and serve as examples in building the character of students.

The habituation activities carried out by SMP Negeri 1 Susut include religious values, environmental care values, responsibility values, honest values, tolerance values and character values which are applied in class and at school. The character of students will develop well when in the process of growth and development they get enough space to express themselves freely and are guided by Pancasila values. The Pancasila student profile becomes a reference in applying values to build the character of students. These values cannot develop alone but are related to one another. One of the targets that will be achieved to realize the profile of Pancasila students is to form students with Pancasila character.

The activities carried out at SMP Negeri 1 Susut, in building students with Pancasila character, namely:

1. Habituation Activities at SMP Negeri 1 Susut

a. Routine Habits

Routine habituation is an activity carried out to form the habit of students doing something well and repeatedly

1) Pray Before Starting Activities

This activity aims to familiarize students with praying every time they carry out activities both at school and at home. In addition, it is expected that learning can be

carried out smoothly. This activity is carried out every morning by all school members centrally in the field with scheduled officers. Besides that, prayer activities are also carried out before starting and finishing learning in the classroom.

2) Apple Activities on Monday

This activity is carried out to train discipline, foster a sense of love for the motherland for both students and teachers. The flag ceremony every Monday is held in the school field. The ceremonial devices change every week according to the order of the class assigned to be the ceremonial devices.

3) Prayer Every Religious Holy Day

Accustoming activities to perform prayer together in *Padmasana* or a place of prayer at school is carried out by all students, teachers and employees. This is done to increase the piety and religiosity of students. So that it can realize students who have the Pancasila character, namely piety and faith in God Almighty.

4) *Tri Sandhya*

Activity *Tri Sandhya* is the activity of praying together at 12 noon. This activity is carried out jointly by teachers and students from each class, and is led by a scheduled officer. This activity aims to increase the devotion of students to God Almighty.

5) Class Picket Activities

Picket class is an activity carried out by each student to clean up the class in groups and scheduled. Every morning students who get picket assignments will come earlier than their friends and carry out the task of cleaning the classroom and the classroom environment.

b. Spontaneous Activities

This activity is carried out spontaneously by students in their daily lives at school. This activity aims to instill good habits for students.

1) Greetings and Greetings

Students are accustomed to greeting and greeting politely to anyone in the school environment, both principals, teachers, employees and fellow students. This activity aims to foster an attitude of diversity in students.

2) Speak Polite and Courteous Words

This activity is to train students to respect one another.

3) Disposing of Garbage at the Places Provided

This activity aims to foster a sense of responsibility in living a clean life, and caring for the surrounding environment.

4) Get in the habit of asking permission

Students are accustomed to asking permission if they want to leave the classroom and asking permission when borrowing other people's belongings. This activity aims to foster a sense of responsibility in students.

c. Programmed Activities

Activities are designed to support student habituation.

1) Commemorating the Big Day

This activity is similar to the commemoration of Independence Day, Education Day, Pancasila Sanctity Day and other holidays, which are commemorated by carrying out Flag Upacar activities. The purpose of this activity is to grow and strengthen a sense of love for water in students.

2) Balinese Language Month

This activity is the activity of holding competitions that are adjusted to the theme that has been scheduled. This Balinese language month activity is held every

February, which is attended by all students. The purpose of this activity is to preserve the local language and increase students' love for the local language.

d. Exemplary Activities

This activity aims to provide a good example from the teacher to students.

- 1) Dress Well
- 2) Arrive on time
- 3) Be honest
- 4) Mutual respect
- 5) Helping each other
- 6) Be Humble

2. Character Values according to the Pancasila Student Profile

The character values applied in SMP Negeri 1 Susut are in accordance with the Pancasila Student Profile. The main features of the Pancasila Student Profile include;

a. Fear God Almighty

By getting used to praying every time you start carrying out activities, *Tri Sandhya* on time and carry out prayers together every religious holy day.

b. Global Diversity

By following the flag ceremony, carrying out scouting, respecting each other, not discriminating between friends, greeting each other and helping each other.

c. Mutual cooperation

Working together in maintaining the school environment, carrying out class pickets with picket groups, helping friends who have difficulty making products in projects without distinguishing between one friend and another.

d. Independent

Have awareness of schoolwork and finish schoolwork on time, complete P5 projects, dress neatly, arrive on time and ask permission when leaving class.

It is critical reasoning

Identify information received, be active in learning, and participate in literacy and numeracy activities.

f. Creative

Make tasks as well and as creatively as possible and produce P5 products that are useful and have aesthetic value.

In implementing the project to strengthen the Pancasila student profile it is still in the development stage, and of course for teachers this project is something new and must be learned from understanding to application. This is not an obstacle in implementing the project to strengthen the profile of Pancasila students, but it is a motivation for teachers to be more enthusiastic and enthusiastic in guiding their students. The curriculum may be imperfect, flawed, or messy, but a great teacher will be able to turn teaching and learning activities into good ones to produce reliable outputs. Whatever the curriculum, the teacher remains a very important determining factor for success (Korthagen, 2017). Therefore, the teacher's competence in implementing the project plays an important role in achieving the goal of strengthening the Pancasila student profile. For this reason, teachers are needed to be creative in designing and implementing learning.

In addition to the role of teachers in schools, the role of parents is also very important in shaping the character of students. This is because most of the time students are at home, so parents must also support the formation of student character by supervising and guiding student behavior. Environmental factors are also influential in building the character of students. The role of the community is very much needed in supervising the implementation of the Pancasila student profile at this school, no serious

obstacles were found, it just needed processes and adjustments in its implementation. The profile of Pancasila students has implications for the formation of the character of students who have the main goal of noble values, morals that are in accordance with Pancasila. Pancasila values are not only to be understood, but are very important and useful in practicing them in everyday life in families, communities, educational units (Pan & Chen, 2021; Strom & Viesca, 2021).

The application of differentiated learning strategies is carried out flexibly not based on class and adheres to phases to achieve learning outcomes. Classroom learning is adapted to the conditions and situation of the school and its students. Apart from the differentiation strategy, project learning and habituation at this school have been well implemented. However, in its implementation, there will definitely be obstacles that become obstacles in its implementation. The obstacles in implementing the project at SMP Negeri 1 Susut are in terms of facilities and infrastructure, teachers, and teaching media. Inadequate facilities and infrastructure, the video showing the project to strengthen the profile of Pancasila students cannot be carried out in every class because of the limited number of LCDs. Lack of teacher understanding in implementing the project to strengthen the Pancasila student profile, because this project is something new. The obstacle in habituation activities is that students have not been able to make habituation activities a part of the daily culture of students.

From the results of the interviews the students were very happy with the differentiated learning, the project on strengthening the Pancasila student profile and the habituation carried out at school, because with this activity students could learn flexibly and not be boring. Besides that, students can also develop their interests and talents in project activities. In carrying out project learning students are very enthusiastic because in addition to learning students are also given games related to projects at school.

From the results of observations to achieve the profile of Pancasila students carried out by SMP Negeri 1 Susut to shape the character of students, there are 3 strategies carried out by the Differentiated Learning teacher for students, Learning with Projects and Habituation. Character education can be interpreted by instilling good values, morals and character in students. In Ismail et al (2021), character education can be interpreted as a system of instilling character values in school members which includes components of knowledge, awareness or will and action to carry out these values both towards God Almighty, oneself, others, the environment and the country so that they become good hosts. Character education in question is not only centered on student knowledge, but also student awareness and behavior that is in accordance with Pancasila values. The planting strategy carried out by the principal and teacher has been carried out well, especially in grade 7 of SMP Negeri 1 Susut. Even though there were several obstacles in its implementation, these were overcome by the teachers, and they were not obstacles in building character, but a motivational challenge in implementing the project. Through various habituation activities carried out by the school, it is hoped that students will have a character in accordance with the main characteristics of the Pancasila student profile. With the Pancasila student profile in shaping the character of students, it is hoped that it can motivate students to make themselves good individuals.

Conclusion

Based on the results of the research, the implementation of the project to strengthen the Pancasila student profile contained 3 strategies implemented at SMP Negeri 1 Susut. Differentiated learning, learning with projects and habituation. This strategy was implemented and implemented to improve the character strengthening of grade 7 students at SMP Negeri 1 Susut which refers to the profile of Pancasila students. The

implementation of this strategy was carried out well and the students were very enthusiastic and enthusiastic, especially in carrying out the project. But there are still students who sometimes forget to carry out habituation learning applied by the teacher. This can be overcome by the teacher by reminding habituation behavior to students as often as possible. To overcome these problems the teacher implements strategies continuously, by continuing to innovate so that the strategies implemented run smoothly and achieve the goals of the Pancasila student profile to strengthen the character of students. The application of the Pancasila Student Profile is applied to all grade 7 at SMP Negeri 1 Susut. However, in this study the focus was on students in class 7 I. Students in class VII I had implemented the P5 (Strengthening Pancasila Student Profile Project) activities and habituation activities well. With the three strategies implemented by the teacher, it is hoped that students will be able to become individuals who fit the profile of Pancasila students, especially in entrepreneurial activities so that they are able to think creatively in creating product innovations, protecting the environment and interacting well in the surrounding environment. This is in accordance with the theme of entrepreneurship and sustainable living which are the main characteristics of the Pancasila student profile.

References

- Arifi, S., Muis, A., Riyadi, S., Siswatini, W., Kusmana, A. (2021) *Profil Sekolah Religius dalam Upaya Menciptakan Pelajar Pancasila*. Tangerang: Indocamp.
- Faiz, A., Parhan, M., & Ananda, R. (2022). Paradigma Baru dalam Kurikulum Prototipe. *Edukatif: Jurnal Ilmu Pendidikan*, 4(1), 1544-1550.
- Faiz, A., & Kurniawaty, I. (2022). Urgensi Pendidikan Nilai di Era Globalisasi. *J. Basicedu*, 6(3).
- Hamid, M. A., Ramadhani, R., Masrul, M., Juliana, J., Safitri, M., Munsarif, M., ... & Limbong, T. (2020). *Media Pembelajaran*. Medan: Yayasan Kita Menulis.
- Huda, N. (2017). Manajemen Pengembangan Kurikulum. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 1(2), 52-75.
- Gemnafle, M., & Batlolona, J. R. (2021). Manajemen Pembelajaran. *Jurnal Pendidikan Profesi Guru Indonesia (JPPGI)*, 1(1).
- Ismail, S., Suhana, S., & Zakiah, Q. Y. (2020). Analisis kebijakan penguatan pendidikan karakter dalam mewujudkan pelajar pancasila di sekolah. *Jurnal Manajemen Pendidikan Dan Ilmu Sosial*, 2(1), 76-84.
- Kemendikbud. (2021). *Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila*. Jakarta: Kemendikbud
- Korthagen, F. (2017). Inconvenient truths about teacher learning: Towards professional development 3.0. *Teachers and teaching*, 23(4), 387-405.
- Makarim, H., & Fauzi, F. (2022). Pelaksanaan blended learning di SD Islam Al-Mujahidin Cilacap sebagai solusi pembelajaran di era new normal. *Ta'dibuna: Jurnal Pendidikan Islam*, 11(3), 400-410.
- Nurullaeli, N., & Astuti, I. A. D. (2018). Pembuatan Graphic User Interface (GUI) untuk analisis ayunan matematis menggunakan Matlab. *Titian Ilmu: Jurnal Ilmiah Multi Sciences*, 10(2), 48-56.
- Pan, H. L. W., & Chen, W. Y. (2021). How Principal Leadership Facilitates Teacher Learning Through Teacher Leadership: Determining the Critical Path. *Educational Management Administration & Leadership*, 49(3), 454-470.
- Rusnaini, R., Raharjo, R., Suryaningsih, A., & Noventari, W. (2021). Intensifikasi Profil Pelajar Pancasila Dan Implikasinya Terhadap Ketahanan Pribadi Siswa. *Jurnal Ketahanan Nasional*, 27(2), 230-249.

- Sadewa, M. A. (2022). Meninjau Kurikulum prototipe melalui pendekatan integrasi-interkoneksi Prof M Amin Abdullah. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(1), 266-280.
- Safaruddin, S. (2020). Landasan Pengembangan Kurikulum. *Jurnal Al-Qalam: Jurnal Kajian Islam & Pendidikan*, 7(2), 98-114.
- Strom, K. J., & Viesca, K. M. (2021). Towards a complex framework of teacher learning-practice. *Professional development in education*, 47(2-3), 209-224.
- Suryana, S. (2020). Permasalahan Mutu Pendidikan Dalam Perspektif Pembangunan Pendidikan. *Edukasi*, 14(1).
- Susilawati, E., Sarifudin, S., & Muslim, S. (2021). Internalisasi Nilai Pancasila Dalam Pembelajaran Melalui Penerapan Profil Pelajar Pancasila Berbantuan Platform Merdeka Mengajar. *Jurnal Teknodik*, 155-167.
- Uchrowi, W. R. (2013). *Pola interaksi antara guru dan murid dalam perspektif Syaikh Burhanuddin Al Zarnuji: Analisis Kitab Ta'lim Muta'alim* (Doctoral Dissertation, Universitas Islam Negeri Maulana Malik Ibrahim).