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49/2023



The 7th International Conference on Social Sciences  
Organized by Faculty of Social Science  
and Law Manado State University

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# Analysis of Implementation the Project of Pancasila Student Profiles Reinforcement at Local Wisdom Theme Phase B SD Advent Merauke

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## ABSTRACT

This study intends to show how a project to enhance Pancasila students' profile on the local wisdom theme Phase B of Merauke Adventist Elementary School was implemented. This study is qualitative in nature. The principals of the schools and the instructors of the fourth grade at Merauke Adventist Elementary School served as the study's subjects. Purposive sampling was employed to choose the study's participants. using interviews, observation, and documentation to gather data. Techniques for data analysis involve gathering data, reducing it, presenting it, and drawing conclusions. The project's execution at Merauke Adventist Elementary School to strengthen the Pancasila project with the topic of local knowledge was carried out in two stages, namely the stages of developing the P5 project and managing the P5.

**Keywords:** *The Project of Pancasila Student Profiles Reinforcement, Local Wisdom.*

## 1. INTRODUCTION

The development of the times and technology makes it easy for human life [1]. The development of times and technology also encourages continuous changes in all areas of life [2]. The field of education is a field that continues to experience changes, especially related to the curriculum [2].

These changes are expected to be planned, continuous and sustainable [3]. Education is one of the efforts to shape the nation's morals [4]. The purpose of this study is to examine how the curriculum has altered to address contemporary issues. [5]. The purpose of changing the curriculum is to address the issues of the present. [5]. Curriculum changes also intend to create superior human beings [6].

The curriculum that is starting to be implemented now is the independent curriculum [7]. The goal of the independent curriculum is to help students at Pancasila become more likeable profiles [8]. This is in line with the goals of national education, namely developing the character of students [9]. The independent curriculum makes students have a Pancasila spirit [10]. Pancasila students are students who have character based on Pancasila values [11]. The goal of the independent

curriculum is to help students at Pancasila become more likeable profiles [12].

The independent curriculum aims to realize national education goals [13]. At first it was only implemented by schools that became driving schools. However, now the government has instructed all schools in Indonesia to implement the independent curriculum independently. Future generations of nations should be superior and character-driven thanks to the autonomous curriculum's adoption. Character education is a basic need in society [14]. Character education is an important part of the educational process [15].

The driving school implements independent courses in stages. The first year is taken in Years 1 and 4. The second year is implemented in grades two and five. The third year is implemented in grades three and six. Driving schools are expected to become a platform and solution for school work programs to support the development of strengthening the profile of Pancasila students [16]. Extracurriculars and projects are an integral part of implementing an independent curriculum to increase the visibility of Pancasila students [17]. The project to strengthen the Pancasila profile aims to create students with the profile of

Pancasila students. Pancasila student profile designed to supplement personality [18].

The dimensions of the Pancasila student profile include global diversity, mutual cooperation, independence, critical and creative reasoning [19]. The Pancasila student profile dimension includes global diversity mutual collaboration independent critical and constructive reasoning [20]. This Pancasila Student Image Strengthening Project also strives to preserve personal national identity from childhood [21]. The Pancasila Student Profile Strengthening Project (P5) enables students to experience the process of knowledge as character building and an opportunity to learn from their surroundings [22]. Program activities to strengthen the Pancasila student profile include opportunities for students to learn in informal settings [23].

Students will also have the opportunity to learn about various subjects including local knowledge. In this subject students develop curiosity and curiosity through exploring the culture wisdom and development of the local community and surrounding areas [22]. The Pancasila Student Profile Enhancement project was undertaken to prepare students for the Industrial Revolution 4.0 era [24]. Students who have a Pancasila student profile a symbol of cultured Indonesian students, characterized by Pancasila values [25].

Students with a Pancasila student profile are also expected to have global insight [26]. Besides that, students are also expected to become superior and productive individuals in the 21st century. [27]. Students with a Pancasila student profile will have Pancasila-valued characters. Character education needs to be developed from an early age. The goal is that students from an early age can think well and be careful in behaving [28].

The development of character education can be carried out in schools by integrating local wisdom around schools [29]. Character development based on local wisdom is very important in order to preserve local culture [30]. Local wisdom is a way of life and knowledge that is carried out by local people in order to solve everyday problems [31].

The project to enhance the profile of Pancasila students in the independent curriculum with the theme of local wisdom can be used by teachers to enhance the role of Pancasila students and preserve the local culture. This is important to do because students need to have an understanding of local wisdom, especially Merauke Adventist Elementary School students. So that students will be able to maintain their own local wisdom and national culture [32]. Merauke Adventist Elementary School is one of the Merauke Regency Lot 2 Elementary Schools. Semester II of 2022/2023 school year Phase B Merauke Adventist Elementary School implemented Phase B of the project to increase the

visibility of Pancasila students on the theme of local wisdom.

Project was successfully implemented and can be an example for other schools to be able to implement the project. This study aims to describe implementation of a project to increase the visibility of Pancasila students on the theme of indigenous wisdom at the Adventist School. This research is important to do as a reference for other schools in implementing projects to strengthen Pancasila student profiles on the theme of local wisdom.

Based on the above description of the problem the researcher is interested in investigating the implementation of the Pancasila Student Record Improvement Program with the topic of Local Knowledge Phase B at Merrick Seventh Day Adventist Elementary School.

## 2. RESEARCH METHOD

This research includes qualitative research. Qualitative research is a research approach that follows traditional methods of conducting social health and behavioral science research [33]. Qualitative research is also interpreted Qualitative research is a research approach that follows traditional methods of conducting social health and behavioral science researchs [34]. Researchers establish close emotional relationships and intimacy with all stakeholders who were met during the study can receive a positive response and got deeper and more accurate information[35].

This research was conducted in class IV Phase B of Merauke Adventist Elementary School, Merauke Regency, South Papua Province, even semester of the 2022/2023 school year. This research was conducted from April to May 2023. The subjects of this study were school principals and fourth grade teachers at Merauke Adventist Elementary School. Determination of the subject using purposive sampling technique. The purposive sampling technique is the determination of the subject using certain considerations. The principal and teacher of class IV were chosen as research subjects because the principal and teacher were the parties Merauke Adventist Primary School is implementing a project to enhance the profile of Pancasila students with the theme Local Wisdom Phase B1.

Data collection methods using interview observations and documentation. Interviews were conducted to gather information on a project to improve the image of Pancasila students on local wisdom conducted by Merauke Adventist Primary School Phase IV Class B. Observations were made during pre-research and research. The observation aims to observe the implementation of a project to strengthen the profile of Pancasila students on the theme of local wisdom in class IV phase B of Merauke Adventist Elementary School. The documentation used in this study was in the

form of photographs during interviews and observations. In addition, the documentation in this study is also in the form of documents related to the implementation of Pancasila Student Portfolio Project Enhancement of Pancasila student portfolio with local knowledge perspective in the form of learning modules and photos of project activities.

Interviews in this study were conducted using structured interviews. The collection of interviews was carried out by direct interviews with the principal and fourth grade teachers at Merauke Adventist Elementary School. When the interview took place, recording was carried out to make it easier for researchers to compile interview transcripts. Observations were made using participant observation to collect data from respondents.

The data obtained is then analyzed using Miles and Hubermans analysis model through the stages of data collection data reduction data suggestions and conclusions respectively [36]. The data that has been collected is further reduced by summarizing, organizing according to the research formulation. Then the data is arranged in the form of narrative text in accordance with the organization that has been made to make it easier to understand the information. Data analysis isThe final stage is data analysis.

### **3. RESULTS AND DISCUSSION**

#### **3.1. Result**

Merauke Adventist Primary School is one of the driving schools for Year 2 students. The school has started to implement an independent curriculum from the academic year 2022/2023. In the second semester of the 2022/2023 school year 4th grade class B conducted a project to strengthen the character of Panchashila students on local knowledge.

Based on the results of interviews with the principal and class IV teacher (phase B) of Merauke Adventist Elementary School, it is known that there are steps that must be carried out by the class teacher before the implementation of the Pancasila student image promotion project with the theme of local wisdom which is the design and management phase of the Pancasila student image promotion project (P5).

##### **3.1.1. Designing the P5 Project**

The first stage was when designing the project, the Principal of Merauke Adventist Elementary School formed a project team and participated in planning the project for Pancasila student profiles. The project team at Merauke Adventist Elementary School consists of grade 1 teachers, grade 4 teachers and grade 6 teachers. The Year 2 teacher is the Implementation Coordinator for the Pancasila Student Profile Project at Merauke

Adventist Basic School. Grades 1 and 4 teachers became project implementation coordinators in grades 1 and 4.

The second stage is to identify school readiness in carrying out projects to strengthen Pancasila student profiles. Merauke Adventist Elementary School has attended learning committee training because it is a driving school that implements the independent curriculum. In this training class I teachers and Class IV teachers were trained to develop project modules to strengthen the profile of Panchsheel students. So you can say that the school is ready to embark on a project that will strengthen the Panchsheel student profile.

The third phase will see the program implemented to improve the profile of the subject of measurement and Pancasila students. Project size and topics are defined by a campus-wide community of practitioners. This is done in order to agree on the theme of the programme there by raising the profile of selected Pancasila students. Approved by the program committee a topic of local wisdom on the theme of making coconut oil aimed at raising the profile of Pancasila students in class 4

The topic of local wisdom on coconut oil production was chosen because there are many coconut trees around the school. The coconut that is produced is only used for its water. The production of pure oil among the people is rare. People tend to use palm oil. The purpose of this project is to provide students with direct experience of making coconut oil.

The dimensions chosen for this project are the dimensions of mutual cooperation, elements of collaboration and concern, sub-elements of cooperation and responsiveness to social situations. Dimension of Global Diversity Understanding and Respecting Culture and Social Justice The next dimension chosen is the sub-theme of cultural exploration and participation in cultural identity and joint decision-making. The next dimension is the independent dimension, the element of self-understanding and the situation one encounters, the sub-element of recognizing one's qualities and interests and the challenges faced, developing self-reflection and elements of self-regulation, the sub-element of self-confidence, resilience and adaptability. The topic of local wisdom is divided into 126 class hours. The local wisdom project starts from February – May 2023.

The next step was to build a project module to reinforce the image of Pancasila students. Merauke Adventist Primary School is a driving school with independent lessons in the first year and was therefore directed to modify the program modules provided by Kemdikbudristekdikti. Modification of the module is done by identifying the components of the module according to the characteristics of the students and the school. If appropriate, then the teacher adjusts the module according to the characteristics of students in

class IV (Phase B) Merauke Adventist Elementary School.

**Project Design** The final stage is the development of the Pancasila Student Profile Assessment Project. A 4th grade teacher said that assessment was conducted in her two ways: formative assessment and summative assessment. Formative evaluations are conducted on a regular basis for each implementation activity of the project. A final evaluation will be made at the end of the project activity.

### 3.1.2. Manage the P5 Project

The project to raise awareness among Panchsila students started with the introduction of coconut oil processing technology. The teacher shows a video obtained from YouTube related to coconut oil processing in front of the class. The teacher also displays an article about various techniques for processing coconut oil. Students are divided into groups (each group consists of 5-6 students). The teacher gives student worksheets to be used as discussion material for students in groups. Students discuss completing student worksheets. A representative from each group presented the results of the discussion to the class. Students are invited to summarize the results of the whole group discussion.



**Figure 1** Introduction to Coconut Oil Processing

In the next meeting the teacher conveyed the tools and materials used in coconut oil processing. Students in groups discuss the distribution of tools and materials used in making coconut oil. Each student brought a coconut from their respective homes. Students also collect coconuts that fall around the school environment. Participants looked active and happy while collecting coconuts one by one that fell around the school environment. Participants were very enthusiastic about carrying out this activity.



**Figure 2** Students Collect Coconuts

In the next meeting the teacher and students discussed the coconut oil processing techniques to be carried out. The teacher gives discussion sheets to students. Students discuss in groups about the advantages and disadvantages of each coconut oil processing technique. Students and teachers agree on the coconut oil processing technique that will be carried out.

The implementation of making coconut oil was carried out in several meetings where students seemed enthusiastic about making coconut oil starting from peeling the coconut, removing the coconut from the coconut shell and grating the coconut.



**Figure 2** Students Grate Coconut

Students then squeeze the coconut and make coconut milk. Students work together with their group mates to make coconut milk. Every student is involved when making coconut milk.



**Figure 3** Students Make Coconut Milk

Furthermore, students cook coconut milk until it becomes coconut oil. Students separate coconut oil from coconut sediment. All students work together to separate the coconut oil and its precipitate.



**Figure 4** Students Make Coconut Oil

Students work together to finish making coconut oil. After the coconut oil is finished, students pack the coconut oil into bottles. The students seemed very enthusiastic in packing the coconut oil they had produced.



**Figure 5** Packaged Coconut Oil

### 3.2. Discussion

During the implementation of the P5 project students are encouraged to understand and develop the confidence to work collaboratively with their culture. Optimizing the implementation of the Pancasila Student Profile Enhancement Project is accomplished through a variety of strategies. Teachers encourage student engagement by remaining curious. Teachers also want to give students room to develop freeing them to achieve learning outcomes.

The next strategy is to cultivate positive work values during the implementation of project activities. Things that are done include encouraging students to be able to work together in teams, training students' self-confidence, and training students' responsibility. Teachers also ensure the effectiveness of activities by managing time well and reflecting.

At the end of the project students reflect in small groups on the activities undertaken and their understanding of coconut oil. Through the assignment of study groups a series of project work aimed at strengthening the image of the students Pancasila was completed. Celebration of learning can be done by harvesting works or exhibitions. Merauke Adventist Elementary School held a simple exhibition in the school environment to showcase the students' P5 project results.



**Figure 6** Project Work Exhibition P5

The teacher documents the P5 project activities and uploads them on YouTube media and on the independent teaching platform. The class IV teacher said that with The project of pancasila student profiles reinforcement, students became more active and students' character was more formed.

Students become independent and able to work together with their group mates. Students are more confident when expressing opinions. The implementation of the P5 project, which is part of the independent curriculum, has made changes that have been felt in schools. The Independent Curriculum Study course defines the student profile of Pancasila with the aim of producing graduates who are competent and uphold the values of their character [37].

The class teacher said that the implementation of The project of pancasila student profiles reinforcement used a project-based learning approach. The core of implementing the P5 project is to develop the character of the Pancasila profile in students. So that it is not the end result of the project that is the main goal of implementing the P5 project. However, the character development of the Pancasila student profile is prioritized.

The class teacher said that the students were fully satisfied during the implementation of the project to familiarize the students of Pancasila with the local knowledge about coconut oil production from the collection of coconut-like materials to the production of bottles. Coconut oil. . Students also sell independently packaged coconut oil products.

### 4. CONCLUSION

Based on the results of the study and discussion it was decided that the implementation of the project to strengthen the Panchsila project on local knowledge in Meruk Adventist primary school was implemented in 2 phases namely the design phase of the P5 project and. P5 project management. Through the implementation of this project the independent role of students of global cooperation and diversity is developed.

### ACKNOWLEDGMENTS

Our thanks to Musamus University for facilities and supported the publication.

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