Project-Based Learning Approach and Its Impact for the *Pancasila* Student Profile Strengthening Project

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Abstract: The purpose of this study is to determine the impact of *the project-based learning* approach on the implementation of the Pancasila student profile strengthening project. This research uses a qualitative approach. Data collection techniques in this study with; 1) Interview method addressed to the grade 4 teacher of karawang district driving school, 2) Documentation method, and 3) observation method. In this study, it was stated that inthe nature of the project activities to strengthen the profile of pancasila students in addition to fostering the character of the pancasila student profile, students also have good interactions with fellow students and with their teachers. In the implementation of the project carried out, students are required to work together and discuss each other so that there is an in-depth interaction between students in different classes; this has an impact on student socialization which is more diverse and widespread.

Keywords: Project Based Learning; *Pancasila* Student Profile; Strengthening Project

INTRODUCTION

Currently Character education in the education system is mandatory to be implemented, given the occurrence of moral decadence, especially the current generation of the nation that three reasons schools need to implement Character education (Lickona, Eleven Principles of Effective, 1996). One of them is the occurrence of moral disciplinary, violence that occurs in the school environment such as bullying and violence involving physical, as well as a decrease in students' moral attitudes.

Lickona's unrest, currently encapsulated in an issue called 'the three great sins in education' put forward by (Prastiwi, 2021) the Minister of Education and Culture, Nadiem Makarim, namely, intolerance, bullying and sexual violence. In an article Nadiem Makarim emphasized that female students in general are more vulnerable to acts of violence. The three major sins in the world of education, continued Nadiem, generally affect the growth and development of students. The Ministry of Education and Culture has encouraged the creation of a safe learning environment for female students. With the implementation of the Minister of Education and Culture number 82 of 2015 concerning the prevention and mitigation of violence in the education unit environment for the

ECCE, Primary and Secondary levels. The goal is to create graduates who have behavior based on noble values and culture as an Indonesian nation based on Pancasila as the basis of the Indonesian state.

The characters listed in the Precepts of Pancasila are considered capable of producing a generation that has good character and is able to distinguish good human traits from bad ones. Character is defined as a combination of qualities or features that distinguish one person, group or thing from another.

Some of the attitudes in character education that can be seen are; 1) a sense of responsibility; 2) a sense of cultural identity and an appreciation of cultural diversity; 3) acceptance and appreciation of the value of ethical behavior; 4) acceptance of dissenting views and opinions; 5) a spirit of service and concern for fellow human beings; 6) and spiritual values (Cole, 2004).

Such attitudes are only able to be shown when the environment is able to help students undergo habituation of character and attitude through the good influences that are interpreted from everyone's attitudes on a daily basis. Students will be very happy when doing learning that involves interactions sosial around them with peers, such as discussing related problems in learning, as well as collecting and providing responses to thoughts and questions from peers (Marshall, 2001). Since meaning in life is a composite construct that includes both affective and interpretive domains, which are important for moral education at any level. Living good values leads to the experience of greater meaning in life (Hauer, 2000). The power of character is a more specific psychological process or mechanism that defines virtue (Nansook Park, 2009)

Berkowitz states character education is the creation of a school environment that can help students to develop ethics and responsibility through the implementation of learning models and the teaching of universal values (Cole, 2004). The affection of students is trained by habituating the discipline of attitudes in schools. This is done of course with the cooperation of all school residents in order to create a school climate that prioritizes the good character of students and a conducive learning environment and avoids one of the three great sins of education, namely bullying in the midst of the school social system. Berkowitz's theory was later formulated in a general definition by (Pawelski, 2003) the one that defines character as a set of psychological characteristics of the individual that influence the person's stability and tendency to function morally.

Character education is not able to be implemented into the intensive and dense traditional Education system as student's progress from Primary education to Secondary education then to higher education (Khramtsova, 2008). This character education program is capable of being applied with moral

teaching methods both directly and indirectly (Pietig, 2006.). This confirms that character education is better done in a school environment because of the involvement of direct interaction because the character does not function in a vacuum; the character functions in an environment sosial (Lickona, Educating for Character, 2019). One of these environments is school because students spend a lot of time other than at home as well as at school, so the school environment has a great influence on the process of student life.

Currently, for driving schools, character education is integrated into the learning experience on a project basis. Students across classes can do several cross-disciplinary projects (Katja Brundiers, 2013). Strengthening the pancasila student profile project contains several characters that are implemented in the learning process such as independent, mutual aid, creative, and innovative attitudes. The attitude to be developed from the strengthening of the Pacasila student profile project based on character education as an initial philosophical principle that there are core ethical values that are broadly and objectively possessed; such as care, honesty, justice, responsibility and respect for him and others. It is this attitude that forms the basis of a good character (Lickona, Eleven Principles of Effective, 1996)

In this Pancasila student profile project, the school's task is to develop the character of students who are independent and have ethics that are in accordance with the single diversity of ika by utilizing local wisdom around the community as school partners who contribute to the learning process and development of student character. The school environment is considered to be a place to strengthen positive character values such as work ethics, respect, responsibility, honesty and others, which are taught at home (Lickona, Eleven Principles of Effective, 1996). In terms of this character education, the school is present as a reinforcing forum for students to get a habituation of the student's character where students should also have gotten this from the home environment and the community (Catherine Ganiere, 2007).

Project Based Learning by prioritizing the character and abilities that are built in daily life and brought to life in each individual student through the culture of educational units, intracurricular and extracurricular learning. Students who have differences in learning styles and interest in learning are embraced in a learning process that is able to accommodate these differences so that no student feels excluded both in terms of cognitive and in terms of affection as a result of the learning process carried out. Because the school is made for the child and not the child for the school (Pietig, 2006). Moral education and character development are better conveyed through every aspect of school life (Alan Arroyo, 2004).

In this Project to Strengthen the Profile of Pancasila Students, it uses a *project-based learning* approach, which is different from project-based learning in intracurricular programs in the classroom. *Project Based Learning* is a learning model by presenting problems as the first step in collecting and integrating new knowledge based on their experience in real activities (Savin-Baden, 2007). Project-based learning is designed to be used on complex problems that students need to investigate and understand them. *Project Based Learning* is a way of learning that involves students to work on projects that are useful in solving community or environmental problems. With learning based on the real life of students, *project based learning* raises project themes that are contextual and synergized with the wisdom of lokal (Blumenfeld, 2006).

With contextual learning, students learn while applying their own ideas and innovations into the learning process. Project Based Learning is considered as a learning strategy that is able to improve student competence both cognitively, affection and psychomotorly through the skills carried out by students in the process of implementing their learning (Karman La Nani, 2015). Cross-science that can be integrated in the *Project Based Learning* method makes students learn in one simultaneous theme that is interrelated with each other. Project-based learning is a form of learning located and based on constructivist findings that students gain a deeper understanding of the material when they actively build their understanding by working with and using ideas. In project-based learning, students engage in real and meaningful problems that are important (Blumenfeld, 2006).

This method becomes good because it gives students the freedom to produce products that are important in the process of constructing their knowledge. Project learning alsoenrolls students in a realistic and contextual problem-solving environment (Holubova, 2008). The project is designed so that students can investigate, solve problems, and make decisions (Blumenfeld, 2006). Students work within a scheduled period of time to produce products and/or actions. Project Based Learning has the principle of holistick, contextual, student-centered, and exploratory (Robert M. Capraro, 2013).

The principle of *project-based learning based learning* carried out in strengthening the Pancasila student profile project is holistic, namely, looking at something as a whole and as a whole, not partial or fragmentary. In the context of designing the Pancasila Student Profile Strengthening Project, a holistic thinking framework encourages to study a theme as a whole and see the connectedness of various things to understand an issue in depth. Then, contextually, this principle is related to efforts to base learning activities on real experiences faced in everyday life. This principle encourages educators and students to be able to make the surrounding environment and the realities of

daily life the main material of learning (Laviatan, 2008). The project themes presented as much as possible can touch on local problems that occur in their respective regions. The next principle is student-centered; this principle has to do with learning schemes that encourage students to become learning subjects who actively manage their learning process independently (Candice Stefanou, 2013). Educators should be learning facilitators who provide ample opportunities for students to explore things at their own encouragement. Then the exploratory principle has to do with the spirit to open up a wide space for the process of inquiry and self-development (Blumenfeld, 2006).

The implementation of project-based learning in the implementation of the Pancasila student profile project applied to driving schools involves several stakeholders such as students, teachers, principals, education offices, and supervisors of education units, school committees, and the community as school partners. All school residents who are around the school must also set a good example in terms of attitude and character so that there is a habituation towards students (Lickona, Educating for Character, 2019).

In this project-based learning, students act as learning subjects who are expected to be actively involved in participating in the entire series of activities, educators act as learning facilitators who are expected to help students optimize their learning process, while educational units act as support for the implementation of activities that are expected to sponsor the provision of facilities and a conducive learning environment (Thomas J. W., 2000). In project-based learning, students encourage their own learning through inquiry, as well as working collaboratively to research and create projects that reflect their knowledge (Bell, 2010). On this learning the student has his own autonomy in the investigation of the truckive kons, the setting of objectives, the collaboration of communication and reflection in his learning process (Dimitra, 2016). So that students learn through experience directly (Solomon, 2003). The teacher is no longer as the main learning resource that has a dominant power towards the students (Jalinus, 2017)

The use of *Project Based Learning* can increase student engagement for the following reasons; (1) Students develop well if they have the opportunity to become experts by means of "digging knowledge". (2) Projects usually provide an opportunity to performan authentic dikan and presentation. (3) Learning is social. Projects provide opportunities for students to work and study together. Students will be highly motivated when they have the opportunity to often talk about ideas with their peers. (4) Projects allow students to become active learners. They take over questions, make decisions, analyze, think critically, make, and show. They became independent thinkers. *Project Based Learning* requires a lot of preparation and planning. When designing a project, content

standards are important to discuss (D.Klein, 2007). It is also able to increase the value of student skill activities during the application *of project based learning* (Mookdaporn Panasan, 2010).

The basic guidelines in determining the steps for implementing the *Project Based Learning* learning model are expressed (Mulyasa, 2014), among others; (1) Prepare a question or project assignment, this stage as a first step so that students take a deeper look at the questions that arise from existing phenomena; (Widiarso, 2016) (2) Designing project planning, as a concrete step in answering existing questions, a project planning can be prepared through experiments; (3) Develop a schedule as a tangible step of a project, scheduling is very important so that the project being carried out is in accordance with the available time and in accordance with the target; (4) Monitor the activities and progress of the project, students evaluate the project being worked on.

RESEARCH METHODS

This research uses a qualitative approach. Qualitative methods have a more diverse approach in academic research. Qualitative procedures rely on data in the form of text and images, have unique steps in data analysis and are sourced from different research strategies (Creswell, 2019).

The data collection techniques in this study are by; 1) Interview method addressed to teachers of grade 4 elementary schools in Cikampek District, Karawang Regency, 2) Documentation method to strengthen the data obtained from the interview, aims to obtain data related to research problems, 3) This observation method aims to research directly by visiting the object to be studied.

To check the validity of the data, researchers use a triangulation technique by comparing the observational data with the interview data, comparing the interview results with related documentation, checking the degree of trust of several data sources with the same method. Technical data analysis using an interactive analysis model with analysis steps ranging from data collection, data reduction, data presentation to conclusion drawing.

RESULTS AND DISCUSSION

Based on the results of interviews with several teachers as a Project Facilitator Team. The project to strengthen the profile of Pancasila students can be done in several steps. The first step is to identify the characteristics of the school and the fulfillment of student interests. From the identification, one to two themes are taken. Then, a teaching module was made for the project to strengthen the profile of Pancasila students. Some teachers said that the

application of this reinforcement project is based on *a project-based learning* approach that is commonly applied to the upper class.

Impact on collaboration between teachers in making teaching modules for the Pancasila Student Profile Strengthening Project

At the beginning of the school year, the school carried out administrative preparations in the form of teaching modules and determined the theme of the project to strengthen the profile of Pancasila students. The theme carried out for the Pancasila Student Profile Strengthening Project is adjusted to the characteristics of the school such as the location of the school, natural resources around the school environment, human resources around the school, school facilities and infrastructure. Dnature implementsproject-based learning in the implementation of the Pancasila student profile project which is applied to driving schools, involving students, teachers, principals, education offices, supervisors of education units, school committees, and the community as school partners. All school residents who are around the school must also set a good example in terms of attitude and character in order to be familiarized with students (Lickona, Educating for Character, 2019).

At the elementary school in Cikampek sub-district where the research took place, phase B carried out the theme of Sustainable Lifestyle for Climate Change and Global Warming. In this theme, several subjects are integrated, including IPAS and Informatics. The attitude to be developed from the strengthening of the Pancasila student profile project based on this character education is in accordance with what is mentioned by (Lickona, Eleven Principles of Effective, 1996) namely, as an initial philosophical principle that there are core ethical values that are possessed broadly and objectively; such as concern, honesty, justice, responsibility and respect for himself and others. It is this attitude that forms the basis of good character.

After the theme is determined, the project team chaired by a project facilitator compiles a teaching module that will be used as a guide in the project learning process. This preparation process is carried out jointly with teachers who are included in the project team members. This is able to increase the sense of mutual cooperation that is established among fellow teachers which has rarely happened so far. The existence of this Pancasila student profile strengthening project also facilitates collaboration between teachers in making teaching modules. The teaching module that is compiled is expected to be able to guide the learning process in habituation of student character where one of the school assignments is a strengthening forum for students to get familiarization of student character where students should also have received this from the home environment and the community (Catherine Ganiere, 2007).

The Impact of Project Based Learning on the learning process of the Pancasila Student Profile Strengthening Project

Based on the results of observational data, in the implementation of the project to strengthen the profile of pancasila students by taking the theme of climate change and global warming. There are several subjects that are integrated, namely IPAS and Informatics subjects. The Pancasila Student Profile Strengthening Project is an interdisciplinary learning to observe and think about solutions to problems in the surrounding environment. Because Character education and academic learning should not be understood as separate fields; rather there must be a strong and mutually supportive relationship (Lickona, Eleven Principles of Effective, 1996). With the integration of these two subjects students think holisticallyk and contextually according to the student's life.

Students who have differences in learning styles and interest in learning are embraced in a learning process that is able to accommodate these differences so that no student feels excluded both in terms of cognitive and in terms of affection as a result of the learning process carried out. Because the school is made for the child and not the child for the school (Pietig, 2006.). Moraleducation and character development are better conveyed through every aspect of school life (Alan Arroyo, 2004).

Learning activities carried out outside the classroom have implications for students' learning attitudes. In the project activity to strengthen the profile of pancasila students, students can carry out the learning process with direct practice and have a correlation with real life (contextual). This project activity is directed at fostering the character of students who work together, creatively and independently. In the IPAS project activities carried out, students are expected to be able to think creatively to package processed waste into products that have a selling value. In addition, in informatics learning, students learn to design product packaging.

In the project activities to strengthen the profile of pancasila students in addition to fostering the character of the pancasila student profile, students also have good interactions with fellow students and with their teachers. In the implementation of the project carried out, students are required to work together and discuss each other so that there is an in-depth interaction between students in different classes, this has an impact on student socialization which is more diverse and widespread. In this case, the school strives to realize the vision of Indonesian Education, namely realizing an advanced Indonesia that is sovereign, independent, and personality through the creation of Pancasila Students. So the school can form a pancasilais student character which is summarized in 6 dimensions of the Pancasila student profile. Some examples of

characters that can be seen are; 1) a sense of responsibility; 2) a sense of cultural identity and an appreciation of cultural diversity; 3) acceptance and appreciation of the value of ethical behavior; 4) acceptance of dissenting views and opinions; 5) the spirit of service and concern for fellow human beings; 6) and spiritual values (Cole, 2004).

In the learning process of the project to strengthen the profile of Pancasila students, teachers are guided by the teaching modules that have been prepared together with the project team. Based on an interview with the Project facilitator team, the learning process applied to the project strengthened the profile of Pancasila students the theme of climate change and global warming for phase B, namely grade 4 elementary schools, namely through *direct* and *indirect teaching*. This is done in accordance with the character education program which can be taken with two learning approaches, namely *direct* or *indirect teaching* (Pietig, 2006.). *Direct teaching* can be applied by instilling good things in students directly by discussing or demonstrating learning in front of students and applying it directly to the lives of students.

In the project to strengthen the profile of Pancasila students, the teacher as a project facilitator encourages students to learn informally and is mostly carried out outside the classroom based on the project theme that has been selected based on the characteristics of the student and the school environment. The six dimensions of the Pancasila student profile are integrated into the project learning experience process. This can be seen explicitly in the project module compiled by the Project Facilitator Team. Where in one theme chosen contains one or two dimensions of Pancasila student profiles. On the theme of Sustainable Lifestyle for climate change and global warming in phase B, three dimensions of pancasila student profiles are taken, namely mutual cooperation, creative and independent. With theoccus of character education applied is to personal ethics rather than public ethics, and to address moral or political issues of importance at the individual level than at any other level (Peterson, 2020).

In this Project to Strengthen the Profile of Pancasila Students, it uses a *project-based learning* approach, which is different from project-based learning in intracurricular programs in the classroom. *Project Based Learning* is a learning model by presenting problems as the first step in collecting and integrating new knowledge based on their experience in real activities (Savin-Baden, 2007). Project-based learning is designed to be used on complex problems that students need to investigate and understand them. *Project Based Learning* is a way of learning that involves students to work on projects that are useful in solving community or environmental problems. In this Sustainable Lifestyle theme, students make a project of organik fertilizer made from dried leaves that are processed independently in their respective schools and then packaged to be

traded to masyarakat around the school. In addition to being able to familiarize students with sorting organik and inorganic waste, students also practice to promote their own processed fertilizer products to the wider community. This is continuous with the *Project Based Learning* approach applied because it gives students the freedom to produce products that are important in the process of constructing their knowledge. Project learning also enrollsstudents in a realistic and contextual problem-solving environment (Holubova, 2008).

Project Based Learning is considered as a learning strategy that is able to improve student competence both cognitively, affection and psychomotorly through the skills that students carry out in the process of implementing their learning (Karman La Nani, 2015). With learning based on the real life of students, *project-based learning* raises the theme of projects that are contextual and synergized with local wisdom (Blumenfeld, 2006).

CONCLUSIONS

The school environment is currently implemented learning based on character education, which is accommodated by a project to strengthen the profile of Pancasila students. The application of the Pancasila student profile strengthening project is carried out with a *project-based learning* approach with students as the learning center and the teacher as the facilitator of the learner. In the context of *project-based learning*, students are encouraged to explore their knowledge together with their group mates as an implementation of one of the characters of the six dimensions of character in Pancasila students, namely mutual cooperation. In its implementation, the existence of this Pancasila student profile strengthening project facilitates collaboration between teachers in making teaching modules and in the learning process because it is carried out across subjects and across classes. In the project activities to strengthen the profile of pancasila students in addition to fostering the character of the pancasila student profile, students also have good interactions with fellow students and with their teachers. In the implementation of the project carried out, students are required to work together and discuss each other so that there is an in-depth interaction between students in different classes; this has an impact on student socialization which is more diverse and widespread.∎

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