

## Synergy of Educators And Students In The Pancasila Student Profile Strengthening Project

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**Abstract:** This article aims to discuss the synergy between educators and students in the Pancasila student profile strengthening project. The emergence of the Pancasila student profile strengthening project was marked by the release of a new curriculum, namely the independent curriculum (prototype curriculum). The presence of the Pancasila student profile strengthening project is adjusted to the competence of the Pancasila student profile related to the identity, ideology, and ideals of the Indonesia nation, as well as external factors related to the context of life and challenges in the 21st century in the industrial revolution 4.0. This research uses a library research method with a primary source, namely the guidebook for the development of the Pancasila student profile strengthening project published by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. As for secondary sources, relevant research is used from scientific articles, modules, relevant books and seminar results. The results of the study show that the project to strengthen the Pancasila student profile requires the synergy of all stakeholders, especially students and educators. Educators have the role of project planners, supervisors, directors, and facilitators for the implementation of Pancasila student projects. Through the Pancasila student project, students can develop independence, hone critical reasoning, and have a 6-dimensional integrity that forms the Pancasila student profile.

**Keywords:** Educators, Students, Pancasila Student Profile Strengthening Project,.

### INTRODUCTION

The year 2021/2022 marks the Ministry of Education and Culture of the Republic of Indonesia launching a new curriculum called the prototype curriculum which has been implemented in 2500 driving schools (Rachmawati et al., 2022). The emergence of a new curriculum as a recovery from circumstances that urge everyone to adapt. The year 2020 is a turning point for all human lives in all fields of life, including education. The prototype curriculum or independent curriculum has become a post-covid-19 option, which means that every school is allowed to choose to use the old curriculum (2013 curriculum), the emergency curriculum (simplified curriculum), and finally the prototype curriculum or independent curriculum. The independent curriculum is in accordance with its mandate, freeing each school to choose the curriculum applied. This is because each school has its own ability and readiness in determining policies to use the curriculum in each school or educational institution. The independent curriculum is implemented not simultaneously and at the same time, but is carried out in stages in 2500 schools that are used as pilots in each region and in the selected schools, not all classes implement the independent curriculum but there are classes that are selected for the implementation of the independent curriculum.

The Independent Curriculum was developed as a more flexible curriculum framework focusing on essential materials, developing character education and developing student competencies. In this case, of course, the independent curriculum is closely related to the Pancasila Student Profile Strengthening Project. The Pancasila student profile is a form of implementation of the Independent Curriculum concept which is applied to support the quality of education in Indonesia related to character cultivation (Purnawanto, 2022). The project to strengthen the Pancasila student profile or abbreviated as P5 is the answer to one big question of profile (competence) that the Indonesia education system wants to achieve. The competency of the Pancasila student profile must pay attention to internal factors related to the identity, ideology, and ideals of the Indonesia nation, as well as external factors related to the context of life and challenges in the 21st century in the industrial revolution 4.0 (Satria et al., 2022a). In the era of today's Industrial Revolution 4.0 in the world of education, the educational curriculum is adjusted to digital dynamics, the internet of thought, Artificial intelligence, and biotechnology, as well as other rapid developments. The curriculum needs to adjust because it is related to school graduates so that it is useful for the community (Nurgiansah, 2019). The curriculum is the core of the educational process which has a direct impact on educational outcomes. The achievement of educational results is determined starting from the preparation of visions, missions, goals to strategies to realize them.

The vision of Indonesia's education is to realize an advanced Indonesia that is sovereign, independent, and has a personality through the creation of Pancasila students. Indonesia students are expected to be able to become lifelong learners who are competent, have character, and have behavior based on Pancasila values (Rachmawati et al., 2022). The implementation of project-based learning is a fundamental choice in the independent learning curriculum in an effort to support the recovery of student character learning through the Pancasila student profile. In the era of the industrial revolution 4.0, a balance is needed between the development of science and technology (science, technology, and art) so that the role of education and character is needed. The project to strengthen the Pancasila student profile is the task of all stakeholders ranging from the Ministry of Education and Culture, Research and Technology, school principals, educators to students. Teachers as implementers in the Pancasila student project need synergy from all parties so that the achievement of the goals of Pancasila students can be realized. Teachers are the ones who best understand the characteristics of students, so the determination of Pancasila student projects needs to involve teachers.

Based on previous research conducted by Setyaningsing and Wiryanto, teachers are the applicators of the profile of Pancasila in the independent learning curriculum. In his research, he explained that plans and arrangements that contain goals, content, materials and teaching methods must be highlighted can have a good impact on the implementation of Pancasila values, focusing on the role of teachers in the formation of student attitudes and personalities which is carried out to support the profile of Pancasila students in the Independent Learning Curriculum (Setyaningsih & Wiryanto, 2022). The role of teachers will not be able to run smoothly for the implementation of the pancasaila student profile without good cooperation from students as an education center or center. Based on the background of the problem, the researcher intends to discuss further about the synergy between educators and students in the project to strengthen the Pancasila student profile.

## **METHODS**

This study uses the library research method to obtain data and information related to the research topic. The following are the stages carried out in the research: 1). Finding the type of literature needed for the research. At this stage, the researcher separates primary and secondary library sources. The primary source comes from the guidebook for the development of the Pancasila student profile strengthening project published by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. As for secondary sources, relevant research is used from scientific articles, modules, relevant books and seminar results. 2). Reviewing and collecting literature materials and presenting literature studies with direct citations and indirect citations. At this stage, the researcher reads, writes, and analyzes the selected literature and in accordance with the subject matter of the study being researched.

## **RESULTS, FINDINGS, AND DISCUSSION**

### **Pancasila Student Profile Strengthening Project**

The progress of the times coupled with the entry of the era of uncontrolled globalization resulted in changes in attitudes and behaviors in children so that they caused an influence on bad character in children. Character means the way of thinking and behaving that is the hallmark of every individual to live and work together, both in the family, society, nation and state environment (Ningtyas, 2014). Questioning character is certainly a crucial and fundamental topic. Character is a privilege possessed by humans compared to other creatures. Character education is a serious concern and topic that must be resolved immediately. The curriculum is a guideline in all educational processes. The launch of the independent learning curriculum in 2022 marks the government's seriousness regarding character education at this time. The preparation of the independent curriculum still prioritizes character education that has been applied to the previous curriculum (2013 curriculum). Furthermore, how to continue character education in the independent curriculum?

The purpose of implementing the independent curriculum is to develop student profiles so that they have a spirit based on the principles of Pancasila. Pancasila Student Profile is part of Indonesia's educational innovation through an independent curriculum that aims to improve the quality of Indonesia's education by prioritizing character education (Halidjah & Hartoyo, 2022). The Pancasila student profile is designed to be the answer to the big question about how the profile (competence) of students regarding the desired results in the Indonesia Education System. This is related to the formulation of competencies that focus on completing the achievement of Graduate Competency Standards (SKL) at each level of education. In accordance with Permendikbud Number 5 of 2022, the SKL for the basic education level in article 5 paragraph 1 is stated: 1). Knowing God Almighty through His attributes, 2). Recognize and express self-identity and culture, 3). Showing caring attitudes and collaborative behavior between others, 4). Showing a simple responsible attitude, the ability to process thoughts and feelings and not depending on others in learning and self-development, 5). Showing ability, conveying ideas, making actions and looking for alternative actions to face challenges, 6). Demonstrate the ability to question, explain, and re-convey the information obtained. 7). Showing literacy ability and interest, 8). Demonstrate numeracy skills in (Indonesia, 2022).

Pancasila as the basis of the Republic of Indonesia so that all citizens are obliged to understand and practice Pancasila. Pancasila is not only a knowledge, but a guideline for life and applied in daily life. The existence of the Pancasila student profile is related to the SKL which has 6 dimensions, namely faith and fear of God Almighty, global diversity, mutual cooperation, independence, critical reasoning, and creativity. Through the 6 dimensions

developed in the Pancasila student profile, it is hoped that Indonesia students will be able to become democratist, superior citizens, and become productive individuals in the 21st Century. Massive global development is a challenge and an opportunity for Indonesia students to actively participate.

The Pancasila student profile is a character and ability that is built in daily life and is revived in each individual student through the culture of educational units, intracurricular learning, projects to strengthen the Pancasila student profile, and extracurriculars. The following is an overview of the achievements of the Pancasila student profile in the education unit:

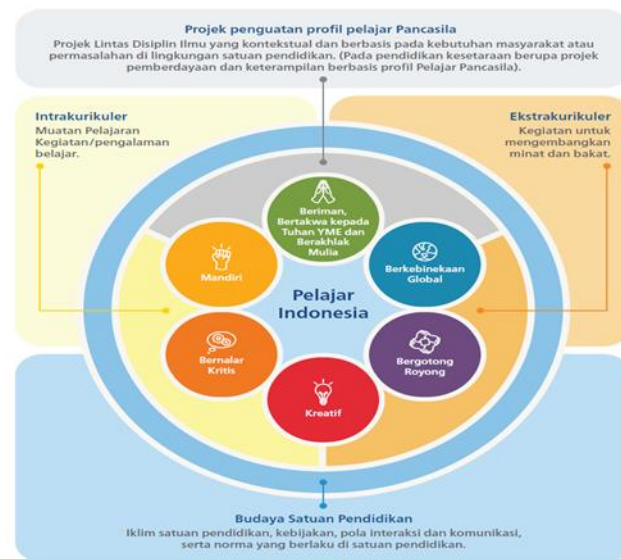


Figure 1. Achievements of Pancasila Student Profile

### Synergy of Educators and Students in the Pancasila Student Profile Strengthening Project

Based on Indonesia's Education Vision, namely, "Realizing an advanced Indonesia that is sovereign, independent, and has personality through the creation of Pancasila students", the orientation in this project is students as a student. It is stated that Indonesia students are lifelong students who are competent, have character, and behave in accordance with Pancasila values. From the statement, the statement is closely related to two things, namely the competence to become a democratic citizen of Indonesia and to become a superior and productive human being in the 21st century. In this case, Indonesia students are expected to be able to participate in sustainable and resilient global development in facing various challenges (Pengembangan, 2022), (Kebudayaan et al., 2021).

On the basis of this vision, the project to strengthen the Pancasila student profile is the task of all stakeholders ranging from the Ministry of Education and Culture, Research and Technology, school principals, educators to students. Educators have important duties and roles that are closely related and inseparable in education, where the task of an educator is to provide assistance to students so that they can always adapt to themselves and various challenges in life. The role of educators is to lead and carry out education in a community as well as to be a member of the community, so that as educators are guided to continue to improve their duties

and roles in providing education in the community (Ramli, 2015). Teachers as educators are implementers in the Pancasila student project requires synergy from all parties so that the achievement of the goals of Pancasila students can be realized. Teachers are the ones who best understand the characteristics of students so that the determination of the Pancasila student project needs to involve teachers. The role of the teacher in question includes project planning, supervisors, directors, and facilitators. This aims to make educators more active and progressive, who then become driving teachers.

In addition to educators, in the project to strengthen the Pancasila student profile, the orientation is to the needs of students where this independent curriculum project will be implemented comprehensively in 2024 (Cahyaningrum & Diana, 2023). A student is someone who is said to be immature and has a number of basic potentials (fitrah) that can be developed. Meanwhile, the essence of students is that as individuals who will be met with the needs of knowledge, attitudes, and behaviors caused by students are members of society who have an effort to develop all the potential that exists in themselves through the learning process (Ramli, 2015). In the guide to strengthening the Pancasila student profile project, it is explained that what is meant by students as students are Indonesia students who are lifelong learners who are competent, have character, and behave in accordance with Pancasila values (Pendidikan & Kebudayaan, 2021) .

The purpose of the independent curriculum in the Pancasila student profile strengthening project is to create students or students who have independence, independence, critical thinking, politeness, civility and noble character. Furthermore, related to the concept of teaching and learning, it has begun to change that initially learning was only fixed in the classroom, but now the learning strategy applied by the driving teacher that in this teaching and learning activity can be carried out outside the classroom as a new form of carrying out teaching and learning activities. So it is hoped that these students will be more active in exploring new information so that in the future they can improve the quality and quality of their own learning results for students. In improving the quality of students, educators or driving teachers must also always accompany students. Teachers are also required to always take the initiative in providing material and examples for students. In addition, teachers must be able to show moral character in daily life, this is because the role of an educator is very influential on students. Teachers must also be able to improve the achievement of their students by preparing teaching materials or materials to teach creatively and innovatively, and who can develop their own competencies. The role of this driving teacher is also not only to handle the classes that are taught. However, driving teachers must also have the desire to supervise, innovate and always carry out a change for the better (Safitri et al., 2022).

The project to strengthen the Pancasila student profile can run smoothly if the main components of learning, namely educators, students and the environment of the education unit, can optimize each other's roles. Students who are the subject of a learning need to be active in participating in the entire series of activities that have been planned. Educators who are facilitators of the learning are tasked with guiding students in striving for the maximum learning process. The educational unit, in this case, the school plays a role as a supporter of the implementation of learning activities that can provide comfortable and safe learning facilities and environments. A comfortable and safe learning environment can be provided by educational units, including: schools that are open-minded, happy to learn new and collaborative things. In implementing the project to strengthen the Pancasila student profile, the education unit needs to be open in receiving input, differences that arise and commit to every suggested improvement effort by realizing changes for the better (Mery et al., 2022).

The implementation of the Pancasila student profile can be carried out through policies determined by schools and curriculum. The implementation can be integrated into a subject and in teaching and learning activities. The implementation of the Pancasila student profile carried out through the curriculum is carried out during classroom learning through intracurricular activities, namely subjects such as language, religion, cultural arts, social studies, science, and other subjects that are linked to the application of character values in the Pancasila student profile. Other implementations can also be carried out in various activities other than intracurricular activities such as extracurricular activities, school programs, and other habits in schools that contain the character values of the Pancasila student profile. According to Faiz et al., the implementation of the Pancasila student profile project gives schools the flexibility to determine and develop learning models that will be used in intracurricular activities. The chosen learning model should prioritize the suitability of integration between cross-subjects and determine project-based assessments (Safitri et al., 2022).

Previous research conducted by Setiyaningsih and Wiryanto explained that the role of teachers as applicators of the Pancasila student profile is: first, providing advice which is a form of coaching to students so that they do not make mistakes. Second, tolerance is one of the characteristics of the nation's character that every human being must have. Third, strengthening discipline which plays a very important role to be implemented in the school environment in order to form the character of disciplined students. Fourth, love for the homeland where there are a lot of agendas carried out both in the school environment and in the community environment that will have a positive impact on the progress of the nation (Setiyaningsih & Wiryanto, 2022).

Teachers accompanying students as Indonesia students are independent students, namely students who have initiatives for their self-development and achievements based on an introduction to their strengths and limitations as well as the situations they face, and are responsible for the process and results. Independent students are always evaluating and committed to continuing to develop themselves so that they can adapt to the various challenges they face in accordance with changes and developments that occur in the local and global scope. This will make him motivated to excel and do his best according to his own abilities. Independent learners have a drive to learn that comes from within themselves so that they will feel several benefits, such as good performance, fully involved in self-development activities and achievements, feeling positive emotions, perceiving themselves as competent, and oriented towards mastering knowledge and skills as well as achievements. Independent learners proactively make choices based on reality according to their views by considering and managing risks, not just as passive recipients. The key elements of self-regulation are self-understanding and the situation at hand, and Self-regulation (Satria et al., 2022b).

Teachers also accompany and direct students as Indonesia students to reason critically in an effort to develop themselves and face challenges, especially challenges in the 21st century. Indonesia students who think critically think fairly so that they can make the right decisions by considering many things based on supporting data and facts. Indonesia students who have critical reasoning are able to process both qualitative and quantitative information objectively, build relationships between various information, analyze information, evaluate, and draw conclusions. Furthermore, he was able to convey it clearly and systematically. In addition, students who are critical reasoning have literacy, numeracy, and information technology skills. This makes Indonesia students able to identify and solve problems. Armed with critical reasoning skills, Indonesia students are able to make the right decisions to

overcome various problems they face, both in the learning environment and in real life. Furthermore, Indonesia students who think critically are able to see things from various perspectives and are open to new evidence, including proof that can abort previously believed opinions. This ability can direct Indonesia students to become open-minded individuals so that they want to improve their opinions and always respect others. The key elements of critical reasoning are acquiring and processing information and ideas, 2) Analyzing and evaluating reasoning, and Reflecting and evaluating one's own thoughts (Irawati et al., 2022).

## CONCLUSION

The implementation of project-based learning is a fundamental choice in the independent learning curriculum in an effort to support the recovery of student character learning through the Pancasila student profile. In the era of the industrial revolution 4.0, a balance is needed between the development of science and technology (science, technology, and art) so that the role of education and character is needed. The project to strengthen the Pancasila student profile is the task of all stakeholders ranging from the Ministry of Education and Culture, Research and Technology, school principals, educators to students. Teachers as implementers in the Pancasila student project need synergy from all parties so that the achievement of the goals of Pancasila students can be realized. Teachers are the ones who best understand the characteristics of students, so the determination of Pancasila student projects needs to involve teachers.

The role of teachers in the Pancasila student project is the project planner, guide, and director for the implementation of the project to strengthen the Pancasila student profile. Students with the guidance and direction of educators are given the opportunity to learn in a fun, non-rigid condition with a more flexible learning structure. It is hoped that students will become more active, interactive learning directly in the surrounding environment in order to prepare and strengthen students to have the competencies that must be possessed in the Pancasila student profile. Through the Pancasila student project, students can develop independence, hone critical reasoning, and have a 6-dimensional integrity that forms the Pancasila student profile.

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