



Project-Based Learning in Building Pancasila Student Ideology

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Abstrak : The curriculum is a guideline for the continuity of an education with a view to achieving goals and good learning objectives. Independent curriculum is a learning design that is made to feel fun, active and pressure-free learning activities, to be able to bring out the natural talents that exist in students. The characteristics of an independent curriculum are to develop character according to Pancasila values by applying Project Based Learning. This research uses analytical methods that are Library research, namely literature-based research. From the results of the analysis that the project-based learning model is one of the planning learning that can be an effort to realize students with character in accordance with the Pancasila student profile. Activities carried out based on learning projects have a relationship to form students in accordance with the 6 dimensions that exist in the Pancasila student profile, namely faith and devotion to God, global diversity, mutual assistance, critical reasoning, independence and creativity. This character has a relationship that can be realized with the habit of applying the PJBL model to learning in schools. Kata Kunci: Project, Relevance, Pancasila Student			

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INTRODUCTION

Learning that matches expectations is the dream of all learning institutions, to welcome the unlimited data period of human education quality is signaled by informational capability, analytical capability, and scanning capability (Qureshi dkk., 2022). Until, schools are obliged to provide convenience, and solve problems in real life. Compatible with the objectives of community-based learning are: helping the community to take learning planning and development from all learning paths, triggering the formation of a sense of community ownership of schools, supporting the role of government in increasing community support for schools, supporting communities to increase innovation, quality, and greater access to learning management efficiency (Rohmalimna dkk., 2022a). The discussion above is one of the supporting concepts in the

success of the quality of education in accordance with its expectations. But the thing that makes the low quality of education.

Learning is part of a nation's efforts to continuously improve human energy resources. Thus, learning becomes a benchmark for the progress of a nation. The purpose of education stated in the mandate of the preamble to the 1945 law is to educate the lives of the nation's children (Kartel dkk., 2022). The word educate not only in cognitive aspects, but also in mental and spiritual aspects that are applied in students. The government has set the Pancasila student profile as the direction of destination (Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024). So in the world of education many new breakthroughs or changes are made both curriculum, methods and learning models, in order to realize educational success (Keshav dkk., 2022). So an independent curriculum emerged among the driving schools, namely the Independent Curriculum (Dewi S dkk., 2022). The independent curriculum is a curriculum that is implemented and based on the development of national.¹

In this independent curriculum, project-based learning (PBL) can be one of the models that support 21st century skills. PBL is an innovative approach to learning that offers a variety of strategies that refer to student learning success in the century 21. ²The term PBL was developed to strengthen the Pancasila Student Profile developed based on certain themes set by the government (Hikmah dkk., 2022). The project is not directed to achieve specific learning achievement targets, so it is not tied to subject content.

The Pancasila Student Profile is the embodiment of Indonesian students as lifelong students who have global competence and behave in accordance with Pancasila values (Demina dkk., 2022). The profile of Pancasila students is contained in the Regulation of the Minister of Learning and Culture No. 22 of 2020 concerning the Strategic Plan of the Ministry of Learning and Culture Year 2020- 2024. The competence of the Pancasila student profile pays attention to internal factors related to the identity, ideology, and ideals of the Indonesian nation, as well as external factors related to the context of life and challenges of the Indonesian nation in the 21st century which is facing the industrial revolution 4.0. In the current era of globalization technological advancement, the role of value and character education is needed in order to provide a balance between technological development and human development (Faiz &Kurniawaty, 2022).

The profile of Pancasila students is also a direction for improving national education after the Covid-19 pandemic where there was a learning loss. During the COVID-19 pandemic, students participated in the Learning From Home (BDR) program which required students to have learning independence and critical thinking skills (Anoum dkk., 2022). Problems that occur during the BDR program related to the decline in students' learning ability and declining character scores are one indicator that students' low independence and critical thinking skills (Kartel dkk., 2022). Students tend to make teachers the only source of learning and their self-control in carrying out learning

activities. Assignments during the BDR program that require students to search for virtual world learning resources allow students to receive a variety of information (Ilham dkk., 2022).

RESEARCH METHODOLOGY

The research approach used is qualitative that explores or finds theories, the method used is library research, namely literature-based research (Safitri dkk., 2022). In the process of collecting data, researchers examine and analyze the literature obtained and theories from books related to project-based learning in building the ideology of pancasila students (Hartini dkk., 2022). The analysis used uses descriptive critical analysis.

A model is a three-dimensional representation of a real object. A learning model is a plan or a pattern that is used as a guide in planning learning in class or learning in tutorials A model is a three-dimensional representation of a real object (Nopiana dkk., 2022). A learning model is a plan or a pattern that is used as a guide in planning learning in class or learning in tutorials.

RESULT DISCUSSION

Project Based Learning Model Understanding Project Based Learning Model

A model is a three-dimensional representation of a real object (Najeed dkk., 2022). A learning model is a plan or a pattern that is used as a guide in planning learning in class or learning in tutorial.

The project-based learning model is innovative learning that relies on students (student centered) and sets teachers as motivators and facilitators, students are given the opportunity to work autonomously constructing their learning (Dianovi dkk., 2022). Project-based learning model (project based learning) is a learning model that uses projects or activities as a medium " Project based learning model (project based learning) is the assignment of tasks to students to be done individually, students are required to observe, read and analyze.

Based on some of the definitions above that the project-based learning model (project based learning) is learning that focuses on the activities of students to understand concepts and principles by conducting in-depth analysis of a problem and getting the right solution and students can learn independently and the results of this learning are products.

Characteristics of the Project Based Learnig Model: There is an issue for which the troubleshooting method is not predetermined, Learners as process designers to achieve results, Learners are responsible for managing the information collected, Conduct continuous evaluation, Students regularly see what they are working on, The final result is a product and can evaluate its quality, The classroom has an atmosphere that tolerates errors and changes, Teori Yang Mendasari Model Project Based Learning y

The learning model is not born and develops by itself, but rather has a certain theoretical foundation. The learning theory that underlies the project-based learning model is:

Project Based Learning Support Theoretically

Project-based learning is underpinned by constructivistic learning theory that rests on the idea that learners can not

Project Based Learning Support Theoretically

The application of Project Based Learning shows that the model can make students experience a meaningful learning process, namely learning developed based on constructivism.

In Advantages and Disadvantages of Project Based Learning Model accordance with the explanation above that the application of learning in the classroom is based on active learning activities in the form of activities (doing something) (Rohmalimna dkk., 2022b), compared to passive activities such as teachers only transferring knowledge to these learning activities (Rahmah dkk., 2022). This learning has Improve resource management skills, if implemented properly, students will learn and practice in organizing projects (Pathurohman dkk., 2023), making allocations of time and other resources such as equipment to complete tasks.own ideas to others, is a form of individual learning.

Advantages and Disadvantages of Project Based Learning Model Pros of Project Based Learning

Increase motivation, where students become diligent and keep trying hard in achieving projects and feel that learning in projects is more interesting.

Improving students' problem-solving skills, from a variety of sources that describe project-based learning environments, students become more active and successful in solving complex, fun problems than other curriculum components.

Increasing collaboration, the importance of group work in creating projects requires learners to develop and practice communication skills.

Improve resource management skills, if implemented properly, students will learn and practice in organizing projects, making allocations of time and other resources such as equipment to complete tasks.

Improve students' skills in managing learning resources, Encourage learners to develop and practice communication skills. Provide learning experiences that engage complex learners and are designed to evolve according to the real world.

Make the learning atmosphere more enjoyable, so that students and educators enjoy the learning process, Weaknesses of the Project Based Learning Model, Takes a lot of time to solve problems and produce products, Requires sufficient costs, It requires teachers who are skilled and willing to learn, Requires adequate facilities, equipment and materials.

Not suitable for learners who give up easily and do not have the knowledge and skills needed.

Difficulty in involving all learners in group work Project Based Learning Steps

The learning steps in Project Based Learning as developed by The George Lucas Educational Foundation consist of: **Starting with the essential questions**, Taking topics that match real life and begin with an in-depth investigation. Essential problems are raised to provoke knowledge, assumptions, criticism, and inspiration of student participants in

accordance with the project theme to be raised. Perencanaan aturan pengerjaan proyek. **Planning contains the rules of the game**, the selection of activities that can support in answering essential questions, by integrating various subjects, and knowing the tools and materials that can be accessed to help complete the project. **Create an activity schedule**, Educators and learners collaboratively develop a schedule of activities to complete projects. This schedule is prepared to find out how long it will take to work on the project. **Monitoring the progress of student projects**, Educators are responsible for monitoring student activities during project completion. Monitoring is carried out by facilitating students in each process. Penilaian hasil kerja peserta didik

Assessment is carried out in helping educators to measure the achievement of standards, plays a role in evaluating the progress of each student, provides feedback on the level of understanding that has been achieved by students, assists educators in developing the next learning strategy.

At the end of the learning process, educators and students reflect on the activities and results of projects that have been carried out. The reflection process is carried out both individually and in groups. At this stage learners are asked to express their feelings and experiences during the completion of the project.

Project Based Learning learning has general steps, namely: planning, creating, processing).

In this study, researchers used project-based learning steps revealed by The George Lucas Educational Foundation which consisted of 6 learning steps, starting with essential questions, planning project work rules, making activity schedules, monitoring the development of student peserta projects, assessing student work, evaluating student learning experiences.

Model Problem Based Learning Understanding Problem Based Learning

Problem Based Learning is a learning model that is based on constructivism and accommodates student involvement in learning and engaging in contextual problem solving (Muhammadong dkk., 2023). To obtain information and develop scientific concepts, students learn about how to build problem frameworks, scrutinize, collect data, and organize problems, compile facts, analyze data, and construct arguments related to problem solving, both individually and in groups.

PBL (Problem Based Learning) learning model is a learning model that is based on constructivism and accommodates student involvement in learning and engaging in contextual problem solving.³

Based on the above opinion (Roshayanti dkk., 2023), it can be concluded that the problem-based teaching learning model is a learning model that emphasizes the activities of students to solve problems faced scientifically. Kelebihan dan kelemahan

Model Problem Based Learning Advantages of Problem Based Learning Model

There is a dynamic interaction between educators and students, students with educators, students with students, Learners have problem-solving skills, Students have the ability to learn adult roles, Students can become independent and independent learners, Learners have higher order thinking skills, Weaknesses of the Problem Based Learning Model, Allows students to become bored because they have to deal directly with problems, It allows students to have difficulty in processing a number of data and information in a short time, so this Problem-Based Learning takes a relatively long time.

The profile of Pancasila students as a guide to national policies in the world of education and a reference for national curriculum design in this era of independent curriculum (Asman dkk., 2023). The realization of the Pancasila student profile is a benchmark for the success of national education (B. Beribe, 2023). The study conducted by the Ministry of Education, resulted in the output to be produced for the profile of students in Indonesia (Yeltriana dkk., 2023), namely the creation of Indonesian students who become lifelong students who are competent, have character and behave according to the values of Pancasila. Lifelong learners mean making students who are not Tired and stopped in learning and seeking various knowledge anytime and anywhere, while the meaning of students who have character and behave according to Pancasila values is students who have an identity as a Pancasila student profile.

For the decision of the BSKAP of the Ministry of Education and Culture and Technology: No 009 / H / KR / 2022 in realizing the Pancasila student profile, there are 6 sizes with elements in them that must be raised and instilled coincidentally in the personality of students.⁴ The first is the dimension of faith, piety and noble character, students can relate well to creatures in the world. who wants to be something useful personality for yourself and others. There are 5 elements of the measure of faith, namely (Makniyah & Khotimah, 2023): 1) religious morality means the participation of students who are able to do and avoid all components contained in religious teachings or beliefs and have a character of responsibility for everything they have (Yennizar dkk., 2022); 2) individual morals mean that student participation can instill a sense of sincerity, steadfastness, humility and honesty in every action felt and always evaluate themselves to become better human beings ; 3) Morals towards humans mean that students are expected to be able to appreciate, help, and have empathy for others; 4) morality towards nature, participation of students able to protect and protect nature; 5) Morals in the state means that student participants can exercise the rights and obligations (Amirudin dkk., 2022). The second is a measure of global diversity where the participation of students can adapt to other cultures found throughout the world without eliminating the nation's culture or self-evidence and students can learn to speak and understand the uniqueness of various cultures that can cause a positive culture without eliminating the ancestral culture of the Indonesian nation. The measure of global diversity has 4 key elements, namely (Munawaro dkk., 2022): 1) understanding and appreciating culture is where student

participants are expected to be able to explore their own culture and be able to accept all cultures and comparisons contained in close areas; 2) communication and intercultural interaction, student participants can talk well and understand the uniqueness of other cultures (Mustajab dkk., 2023); 3) reflection and responsibility for the experience of diversity means that learners can harmonize cultural comparisons; 4) Social justice, student participation can be active and participate

The third is the measure of mutual assistance, by carrying out activities in a collaborative manner to train socializing and communication skills between students. Activities that are tried together make work lighter. The size of mutual assistance has 3 key elements, namely (Ilham dkk., 2022): 1) cooperation, facing easy communication in working together and positive dependence; 2) care, students can understand and be sensitive to the atmosphere of residents and close areas; 3) Sharing, participation of learners can give and receive each other.

The fourth is an independent measure, although it can carry out activities more easily by working together, but having an independent character is very meaningful to cultivate a confident character and be able to develop self-ability. Adjusting students to learn independently creates a sense of responsibility for the learning process and outcomes and has a commitment and learning drive that comes from themselves. 2.) Elements in the independent dimension are: 1) self-understanding and the atmosphere experienced, student participation can recognize the advantages and disadvantages well so that they can use their advantages optimally and can experience positively all the conditions that are intertwined in the activities they do; 2) self-regulation, participation of students able to control and monitor their own attitudes and feelings to achieve learning goals.

Fifth is the dimension of critical reasoning, having critical reasoning skills is very necessary in experiencing a period of globalization that is constantly changing and growing. Critical reasoning means being able to digest data, analyze and evaluate which can later put the data into practice. Students need to have a great sense of curiosity so that when receiving data they can study critically. There are 3 key critical measures, namely: 1) obtaining and analyzing descriptions or sources, by having critical reasoning to make student participation always have questions that respond to all angles of the data obtained; 2) analyze and evaluate reasoning and procedures, in obtaining a data requires analysis and assessment that makes the data more valid and meaningful; 3) reflect and evaluate his own thoughts, in his opinion or decision there is an understanding that can be a fortress of soup

The sixth is the creative dimension is being able to provide something useful and original for oneself, others and the environment. Report original, flexible and easy thinking as an identity of creative thinking. The creative dimension has 3 elements, namely: 1) producing new ideas, creative thinking side by side with the critical nature it has so that it is able to analyze and process sources or materials that can be developed into something new; 2) produce original works and actions, in producing works there needs to be courage and actions that can support in making an original work; 3) Have flexibility in thinking and looking for alternative solutions to problems, namely being able to identify

and process all problems with flexible thinking so that they can dare to experiment in order to find obstacle solutions.

The Relevance of Project-Based Learning to the Pancasila Student Profile

The dimensions of faith, piety and noble character, in the project-based education process student participation can practice traits that reflect the participation of obedient students. For example, in project work activities, student participation is trained to be honest or not cheat in their work and student participation is trained to be steadfast when going through obstacles at each stage in project-based education.

The dimension of global diversity, student participation in designing project tasks requires carrying out data searches that can help in raising referrals. Understanding and recognizing data from various angles and thoughts globally, makes student participation more open in thinking. The stages of project design, generally participating students begin to look for references on the internet in order to increase innovation and reflect on what projects are made. The bond between students and other students and educators with students is also listed in the form of communication elements and intercultural interactions in a measure of global diversity. Therefore, the implementation of the PJBL model can cause global diversity in students.

The independent dimension, the implementation of independent behavior of students can be seen during the process of working on project tasks that students try. When working on projects, each student in a small group or person will be given responsibility as a challenge in taking actions and decisions independently.

Creative dimension, the influence of PJBL implementation can affect the creative skills of students through PJBL activities, during the design process until the final session, students are required to always think creatively by sharing their ideas in order to disassemble and complete project tasks properly and in accordance with the theme set first.

CONCLUSION

The project-based learning model is one of the learning plans in an effort to realize students who have characters according to the form of the Pancasila student profile. Learning using a project-based model has 6 stages, namely: 1) deciding on the project to be created; 2) designing a project creation plan; 3) forming a project implementation schedule; 4) monitoring and monitoring students; 5) preparation of reports or presentations of project results; 6) Evaluation of project processes and results.

Activities carried out in project-based learning have relevance to form students according to the 6 dimensions in the Pancasila student profile, namely faith and devotion to God, global celebrity, mutual assistance, critical reasoning, independence and creativity. These characters have a relationship that can be realized with the habit of applying the PJBL model to learning.

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