



PROJECT MANAGEMENT OF STRENGTHENING PANCASILA LEARNER PROFILE FOR LEARNER CHARACTER DEVELOPMENT**Muhammad Khairul Irfan¹, R. Madhakomala²**

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Abstract:

The background of this research is to analyze how the implementation of the project for strengthen the profile of Pancasila students can develop the character of students. This research aims to analyze the application of management concepts (planning, organizing, implementing and controlling) in the project for strengthen the profile of Pancasila students and how to implement the project for strengthen the profile of Pancasila students in order to develop the character of students. The method used in this research is included in qualitative research, with the method used being a literature study, and the data sources used are journals and books that are relevant to this research. This research provides an understanding of the management of the project for strengthen the profile of Pancasila students by optimizing all management functions for the project for strengthen the profile of Pancasila students and develop their character. Planning for the Project for Strengthening the Profile of Pancasila students must be carried out carefully so that its implementation can run effectively. Project implementation includes the initial stages, implementation and celebration of the project. Evaluation for the Strengthening Pancasila Profile Project focuses on the process and not the final result. Schools can also create evaluation instruments (assessments) that are appropriate to the school's circumstances.

Keywords: Management, P5, Character

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INTRODUCTION

The curriculum is dynamic and continues to develop to answer the changing needs of the times. Curriculum renewal aims to adapt to the needs of students who are growing in their time. Every reform carried out, of course, requires the participation of school leaders and teachers as the driving force so that the curriculum in schools can be implemented well. Thus, school leaders and teachers should be able to understand and apply the curriculum in every learning activity in order to achieve educational goals. The Pancasila student profile is a government effort to improve the quality of Indonesian education by building students' character. Values and character education are needed at any time, especially in the current modern era, to create a balance between human resource development and technological development.

Based on the Ministry of Education and Culture (2022) No. 09, The Project for Strengthening the Profile of Pancasila Students (P5) is a co-curricular activity guided by a project prepared based on Graduate Competency Standards which was created to strengthen the character of students so that they conform to the dimensions of the Pancasila student profile. The P5 design is different from intracurricular learning; project-based learning can still be carried out in classroom learning activities (intracurricular). In essence, character education is a conscious effort that aims to teach about virtue—that is, essentially, characteristics that are objectively good for individuals as well as beneficial to

society in general. Character education is viewed as a deliberate and planned process rather than something that happens by accident. (Zubaedi, 2011).

Thus, character education is an important effort to understand, form, and develop ethical values for all citizens or members of society at large as well as for the individual. It is an essential aspect in preparing children for life after school since they will be better able to deal with obstacles in their path, including those related to academic performance, more effectively. In addition, character education is the key to individual success. So, character education is very important for teachers to influence students' character. Teachers help shape students' character by providing examples, good ways of speaking or delivering material, tolerance, and other related things.

Faturrahman, Setiawan, Astuti, & Khasanah (2022) stated that According to the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, Nadiem Anwar Makarim, the Ministry of Education and Culture will use a variety of strategies centered on efforts to implement Pancasila students in order to strengthen the character education of students. One of the projects being implemented is one that aims to raise the profile of Pancasila students. Students' character will be strengthened and their abilities as engaged global citizens will be developed through the achievement of this project (Curriculum, 2022). They will engage in active and ongoing learning planning and develop the skills, attitudes and knowledge necessary to complete projects within specified time limits (Hijran & Fauzi, 2023). Then, in a variety of educational settings, you will develop your problem-solving abilities. As a consequence of the learning process, they also show responsibility and awareness of the issues surrounding them. Furthermore, children will value education and feel proud of with their achievements as they studied so hard to get there. Character and skills developed in daily life and brought to life in each student via school culture, extracurricular, co-curricular, and intracurricular learning involve the Pancasila student profile (Rahayuningsih, 2021).

The implementation of the project for strengthening the profile of Pancasila students will not run if good management is not carried out in the education unit. Management is carried out in efforts to develop a curriculum for implementing government policy. Terry (2021), in his book Principles of Management, divides four basic functions of management, namely planning, organizing, acting, and controlling. According to Perdana and Rahman (2019), this planning function compiles and makes decisions in long-term planning. Organizing is carried out in management functions to connect several interrelated activities in an organization. The implementation or actuating function is to carry out projects that have been previously designed and planned in order to achieve goals. The control or controlling function is to measure quality and evaluate activities and provide improvements in the future.

The Pancasila student profile project is implemented through several management stages as follows:

1. Planning, including project design, selecting a general theme, determining specific topics, designing project modules, designing project time allocation and dimensions, identifying stages of educational unit readiness,
2. Organizing, including forming a project implementation team and dividing tasks and authority.
3. Implementation (Actuating), including initiating project activities, optimizing project implementation, and closing the series of project activities.
4. Controlling includes supervision, results and evaluation (Curriculum, 2022).

Creative students will be able to experiment with various options creatively when facing changing situations and conditions. Cooperation and cohesiveness within groups of students will be a guide and coach in realizing the characters in the Pancasila student profile (Khairunisa & Utami, 2023). This shows that the synergy between students in the project for strengthen the Pancasila student profile is very important to develop the character of mutual cooperation and creativity.

Based on the various backgrounds described above, the aim of the literature study that will be discussed and studied in this article is to see how the contribution of project management to strengthen the Pancasila student profile contributes to the development of student character, which is the focus in implementing the independent curriculum.

METHOD

This research was conducted to find examples of management models (planning, organizing, implementing, and controlling) in the project for strengthening the profile of Pancasila students to develop their character. The type of research used is qualitative research, with the method used being a literature study. The data sources used are journals and books that are relevant to the research topic taken.

RESULTS AND DISCUSSION

The literature review on managing the project for strengthening the profile of Pancasila students has yielded important results for developing character of students in alignment with Pancasila principles.

Project Planning for Strengthening Pancasila Student Profiles

At the planning stage, the first step taken by the school was to form a team of facilitators for the strengthening Pancasila student profile project. This team consists of several teachers whose role is to plan, carry out and evaluate project activities. The team is formed by the principal together with a predetermined project coordinator. The selection of a project coordinator must comply with the criteria that the P5 coordinator is a teacher who already has experience in managing projects, developing project-based learning and has leadership abilities (Firdaus, 2023). Next, the project coordinator provides direction to the facilitator team to plan and create project modules for each class or phase and explains the roles and responsibilities of the facilitator team in managing the project. After that, the facilitator team identified the school's readiness to carry out the project for strengthening the profile of Pancasila students. In the next step, the facilitator team determines the dimensions and themes of project for strengthening the profile of Pancasila students activities that will be developed. The dimensions and themes of activities are raised according to the issues existing in each school. Then, the team designs time allocations, compiles modules, develops topics, and creates a flow of activities and assessments to be carried out (Pujawardani et al., 2023).

Organizing the Project for Strengthen the Profile of Pancasila Students

At the organizing stage, the principal acts as an educational unit manager for the project for strengthening the profile of Pancasila students activities including:

1. Form a project team and participate in planning the project
2. Mobilize and manage existing educational resources
3. Coordinating all human resources in the education unit
4. Accompanying the progress of the project
5. Fully supports learning activities
6. Building collaborative communication.

Likewise, with the role of the teacher, the teacher is a manager in the class organization. As a manager, a teacher's activities include planning, organizing, leading and evaluating the results of the teaching and learning activities he manages. Therefore, as a learning manager, the responsibility of the teacher is to guide students through learning tasks that can assist them improve their cognitive, emotional, and psychomotor behavior toward maturity. Teachers as learning managers but also facilitators in the project for strengthening the profile of Pancasila students have roles including:

1. Planning projects, designing goals, flow of activities, designing implementation strategies, scheduling activities and evaluating project activities.
2. Become a facilitator who facilitates students in carrying out projects
3. Accompany students in carrying out projects
4. Supervise, direct, and provide suggestions and input to students
5. Become a reference source in discussions with students related to project implementation.
6. Providing students with freedom of opinion, thoughts and ideas to choose products to produce that are in line with the theme chosen from the Pancasila Student Profile.

Organization for a learning project can be developed according to the needs and conditions of the educational unit. The extent to which the school is prepared when designing the project for strengthening the profile of Pancasila students will influence the results and evaluation of the Independent Curriculum implemented in the school. An overview of whether or not a school is ready to implement the project for strengthening the profile of Pancasila students can be seen from the number of students in the school, the number of themes that will be chosen in one semester and one school year, the number of educators who will become the facilitator team, dividing roles and responsibilities in management. The project, the number of unfulfilled teaching hours of educators who are diverted to implementing the project to prevent excess teaching hours, the type of project and product to be produced must be useful, and other considerations in accordance with the school's needs.

Implementation of the Project for Strengthening the Profile of Pancasila Students

At the implementation stage, this project starts from the introduction stage where the facilitator socializes students about the project that will be carried out according to a predetermined theme. Then, students carry out projects according to the directions given by the teacher (Pangestuti, 2022). Teachers can use various strategies to help students optimize involvement in project implementation. The strategies used can include building bonds with students, providing challenges gradually, maintaining students' curiosity, and reflecting periodically. This strategy is carried out to cultivate positive work values for students and ensure the effectiveness of activities on an ongoing basis.

The next stage is to close the series of activities. Closing activities can be carried out by holding a learning celebration, where students can display their learning processes or products in an event that involves various parties as participants. These parties start from parents and other families, educators and educational staff, to the general public on behalf of certain individuals, agencies or communities. Learning celebrations generally take the form of performances or exhibitions where students can share their learning experiences with others (Curriculum, 2022). This activity is an appreciation event for students. In learning celebrations, educators continue to accompany participants in planning to ensure students' understanding of the purpose of the celebration and direct the technical implementation.

Evaluation of the Project for Strengthening the Profile of Pancasila Students

Project evaluation carried out by class teachers during P5 implementation to see student development through various assessment approaches. The evaluation carried out by the teacher is used as material for improvement for follow-up. This is in line with the opinion of (Elis et al., 2015) that evaluation aims to determine the effectiveness and efficiency of learning related to objectives, materials,

methods, media, learning resources, environment, teachers and students as well as the assessment system itself.

The evaluation carried out can be in the form of summative and formative assessments to see students' learning outcomes during one semester. This assessment is taken through several aspects of students' development. The indicators in the assessment can be adjusted according to integration, the goal of achieving the Pancasila student character in students, and looking at the condition of students as the main subject of the project for strengthening the profile of Pancasila students. In the subject of assessment, several dimensions are used, which not only produce values in the form of numbers but also the character and moral values of students, which are applied in everyday life.

In this evaluation process, meetings are always held to follow up on implementation and serve as material for further evaluation. The evaluation process runs with the role of the principal supervising and seeing the extent of the success of the project being implemented. Evaluation in the project for strengthening the profile of Pancasila students uses diagnostic assessments, formative assessments and summative assessments, which have the following functions: a) Diagnostic Assessment is an assessment used at the beginning of project planning to identify the readiness of an educational unit. Information obtained from the diagnostic assessment is used to plan effective, efficient and meaningful project activities. b) Formative assessment is a method of evaluating the process of students' understanding, learning needs, and academic progress, which is carried out periodically and continuously during learning. This evaluation tool is periodic and ongoing throughout the project. The subjects evaluated in the formative assessment are not only educators but also individual students (self-assessment), fellow students (peer assessment) and educational unit partners in the project. c) Summative assessment is an evaluation method usually carried out at the end of learning which allows educators to measure students' understanding, usually based on standard criteria. Summative Assessment can be in the form of products and project work.

CONCLUSION

Based on the results of the literature conducted good management by optimizing all management functions for the project for strengthening the profile of Pancasila students will develop the character of students. Planning for the project for strengthening the profile of Pancasila students must be carried out carefully so that its implementation can run effectively. The planning carried out includes formulating learning objectives for the project, assessing school readiness in implementing the project, forming a facilitator team, determining the dimensions of the Pancasila profile, determining the project theme, determining the implementation schedule using a block system, and allocating the right time. These things are intended to facilitate the achievement of the goal of the project for strengthening the profile of Pancasila students, namely, developing the character of students. Teachers, as project facilitators, play a very important role in efforts to increase student activity during project activities. Project implementation includes the initial stages, implementation and celebration of the project. Evaluation for the project for strengthening the profile of Pancasila students focuses on the process and not the final result. There are no specific standards for evaluation forms because each school has different readiness, as seen from the readiness of facilities, educators and students. In this way, schools can create evaluation instruments (assessments) that are appropriate to school conditions. The implications of implementing the project for strengthening the profile of Pancasila students for strengthening student character can be seen in changes in students' way of thinking and behaving. The Pancasila student profile project has great potential to influence students' character. Through an integrated learning approach with Pancasila values, this project can help students develop strong

attitudes, values and morals. By implementing the Pancasila student profile, students will be taught to observe, understand and think about solutions to problems in the environment around them. This can help them become individuals who think critically, have analytical skills, and have a good personality. Strengthening the Pancasila student profile will also help students become agents of moral goodness and noble character. They will be educated to respect the values of tolerance and peace in interacting with society. This is important in building harmonious relationships and strengthening unity. Thus, the project for strengthening the profile of Pancasila students has a positive impact on the personal character of students in educational units. This will help them become individuals of strong character and integrity and able to contribute positively to society. It is essential for related parties, such as educators, parents and the community, to support and continue the implementation of this project in order to form a superior and competitive young generation.

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