

The Role Of The Teacher In Implementing The Project To Strengthen The Profile Of Pancasila Students

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ABSTRAK

Guru tidak hanya bertanggung jawab untuk menyampaikan materi agama, tetapi juga untuk menanamkan nilai-nilai moral dan etika yang relevan dengan demokrasi dalam konteks Proyek Penguatan Profil Pelajar Pancasila. Metode yang digunakan adalah kualitatif dengan pendekatan studi kasus. Adapun teknik pengumpulan data terdiri observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa guru berperan aktif sebagai perencana, fasilitator, pendamping, supervisor, dan konsultan dalam kegiatan Proyek Penguatan Profil Pelajar Pancasila. Tidak hanya itu, guru senantiasa melakukan kolaborasi dengan guru lain untuk merancang modul pembelajaran, membantu siswa dalam proyek, serta mengawasi pelaksanaan kegiatan. Guru berupaya mengintegrasikan nilai-nilai Pancasila dan Islam dalam pembelajaran, mendorong siswa untuk berpikir kritis dan kreatif. Penelitian ini menekankan pentingnya pendidikan karakter dalam kurikulum baru yang bertujuan membentuk siswa menjadi pribadi yang beriman, bertakwa, mandiri, dan memiliki pemahaman yang baik tentang demokrasi dan hak asasi manusia.

Kata Kunci: Guru, Proyek, Penguatan, Profil, Pelajar, Pancasila, Demokrasi

ABSTRACT

The teachers are not only responsible for delivering religious materials, but also for instilling moral and ethical values relevant to democracy in the context of Pancasila. The method used is qualitative with a case study approach. The data collection techniques consisted of observation, interviews, and documentation. The results showed that teachers play an active role as planners, facilitators, assistants, supervisors, and consultants in Project for Strengthening Pancasila Student Profiles activities. Not only that, teachers always collaborate with other teachers to design learning modules, assist students in projects, and supervise the implementation of activities. Teachers endeavour to integrate Pancasila and Islamic values in learning, encouraging students to think critically and creatively. This research emphasises the importance of character education in the new curriculum which aims to shape students into individuals who are faithful, pious, independent, and have a good understanding of democracy and human rights.

Keywords: Teacher, Project, Strengthening, Pancasila, Student, Profiles, Democracy

A. INTRODUCTION

The government is currently making efforts to improve character through the national character education movement, which is a continuation of the strengthening character education programme (PPK) (Purwaningsih et al., 2022). The Ministry of Education and Culture's goal is to improve character education through the creation of a Pancasila learner profile (Kemdikbudristek, 2024). As is well known, the education programme known as the New Paradigm focuses on creating a Pancasila profile (Rusnaini et al., 2021).

The education process must be complemented with character cultivation to prepare students to become real human beings, character education that incorporates the values of Pancasila (Kulsum & Muhid, 2022). Because this programme is developed in schools to teach students to behave well, it is not only focused on the cognitive abilities of students (Rifai et al., 2021). The implementation of Pancasila ducation must be optimised so that the expected character and moral values can be used as provisions to build future generations who will build a superior country (Asfika et al., 2023).

One of the efforts of students who have Pancasila character, they must have six main competencies: Piety to God Almighty, having global understanding, being responsible, being able to work together, thinking critically, and creatively in the form of project implementation to strengthen the Pancasila learner profile (Rusnaini et al., 2021). Basically, the values in the Pancasila learner profile are not new as Indonesia has a long history and many examples of heroic struggles that students can learn from (Aryani, 2022), it is expected that Indonesian learners will maintain their noble culture, locality and identity. They are also expected to be open-minded when interacting with people from other cultures, thus creating an atmosphere of mutual respect (Majir, 2020). Therefore, the existence of the Pancasila student profile in the form of a project to strengthen the Pancasila student profile aims to form a positive culture that is in line with the noble values of the nation (Saputra & Ali, 2024). In addition, to form a generation that is not only academically intelligent, but also has a strong character and has the ability to contribute positively to society (Ulandari & Rapita, 2023)

As a teacher he must instil the six dimensions of character in the Merdeka Belajar Curriculum through the Pancasila Student Profile in students (Khairiyah, 2023). These dimensions are faith, devotion to God Almighty, noble character, global diversity, independence, mutual cooperation, critical thinking, and creativity (Kemdikbudristek, 2024). This is a demand as a teacher in educating students and must be able to build great opportunities in instilling student character in accordance with the Pancasila Student Profile which has six dimensions (Kurniastuti & Rahmaniar, 2022). To support the success of the Pancasila student programme, it is necessary for the role of teachers in implementing the project to strengthen the profile of Pancasila students (Ilyas, et al., 2023).

The research results show that the research focuses on elementary schools and emphasizes local wisdom-themed projects. However, this research shifts its focus to junior high school level, where there are differences in the implementation of the Student Profile Strengthening Pancasila Project (Aryani, 2022). Furthermore, this research uses the Pancasila Student Profile Strengthening Project to focus on building student character through direct involvement in projects that contain Pancasila values, in contrast to previous research which emphasized ordinary learning methods without projects. This research also covers more

practical and social aspects of learning, whereas previous research focused more on theory and cognitive aspects only. Not only that, this research aims to examine the role of teachers in managing projects, with the hope that the findings obtained can help optimize learning development. Profile of Pancasila Students in Junior High Schools (Kefi et al., 2022).

Since the 2022/2023 academic year, 15 Yogyakarta Junior High Schools have been actively implementing the Strengthening Pancasila Student Profile Project through activities tailored to students' interests and talents to develop character according to Pancasila values. Initially, four themes were chosen: "Bhinneka Tunggal Ika," "Entrepreneurship," "Lifestyle," and "Local Wisdom," with the addition of the theme "Voice of Democracy" in August 2024. Apart from Pancasila Student Profile Strengthening Project, the school also organizes supporting programs such as Character Fridays. and a Gender Responsive Schools Program that supports inclusive learning environments (Sari et al., 2023).

The aim of this research is to analyze and understand the role of teachers in implementing the Strengthening Pancasila Student Profile Project which is integrated into Islamic education, especially in shaping student character based on Pancasila values and Islamic teachings. This research aims to explore the teaching strategies used by teachers in aligning Pancasila values with Islamic principles, as well as to identify the challenges faced and the solutions implemented in the process. Through this research, it is hoped that an effective approach can be found that supports the formation of student character that is balanced between friendship and Islamic values.

B. RESEARCH METHODS

This research uses a qualitative approach with the aim of understanding in depth the process and implementation of the Project for Strengthening the Profile of Pancasila Students in 15 Yogyakarta junior high schools. The research design used is a case study because this research will study in depth the implementation of Project for Strengthening Pancasila Student Profil in one school, namely Junior High School 15 Yogyakarta. The case study allows researchers to conduct intensive and detailed exploration regarding the implementation of Project for Strengthening Pancasila Student Profiles and the role of teachers in this project. The subjects of this research were teachers, principals and students at 15 Yogyakarta junior high schools who were directly involved in implementing the Strengthening Pancasila Student Profile Project. Subject selection was carried out purposively, namely selecting individuals who were deemed to have relevant information regarding the implementation of Project for Strengthening Pancasila Student Profiles at the school.

Next, in collecting data, researchers carried out several stages, including: observations were carried out by directly observing the implementation process of the Strengthening Pancasila Student Profile Project at 15 Yogyakarta Junior High Schools, including how teachers guided students during activities, interactions between students and teachers. Then, semi-structured interviews were conducted with teachers, school principals and students (Zuchri, 2021). This interview aims to explore their understanding, experiences and views regarding the implementation of Project for Strengthening Pancasila Student Profil in schools. Finally, researchers will also collect data from official school documents related to Project for Strengthening Pancasila Student Profiles, such as school program plans, Project for Strengthening Pancasila Student Profil implementation guidelines, and reports of activities that

have been carried out. This documentation will help complete the data obtained from interviews and observations (Nasution, 2023).

The data sources in this research consist of two, namely; Primary data was obtained directly from interviews with teachers, principals and students involved in implementing Project for Strengthening Pancasila Student Profil esat junior high school 15 Yogyakarta, as well as from the results of participatory observation during the activities, and Secondary data comes from school documents, Project for Strengthening Pancasila Student Profiles program guides, annual reports, and literature related to the implementation of Project for Strengthening Pancasila Student Profiles in junior high schools. Furthermore, the data analysis technique in this research uses the Miles and Huberman analysis model, which includes three main stages: a. data reduction; the process of selecting, focusing attention, and simplifying raw data from interviews, observation, and documentation, b. presentation of data in the form of a descriptive narrative that describes the process of implementing Project for Strengthening Pancasila Student Profiles and the role of teachers in junior high school 15 Yogyakarta, c. drawing conclusions; Based on the data presented, researchers will draw conclusions regarding how Pancasila Student Profile Strengthening Project is implemented in schools, its supporting and inhibiting factors, as well as its impact on the formation of Pancasila student profiles (Waruwu, 2023). The following is the research design for the Principal's Pancasila Learner Profile which can be seen from the scheme above:

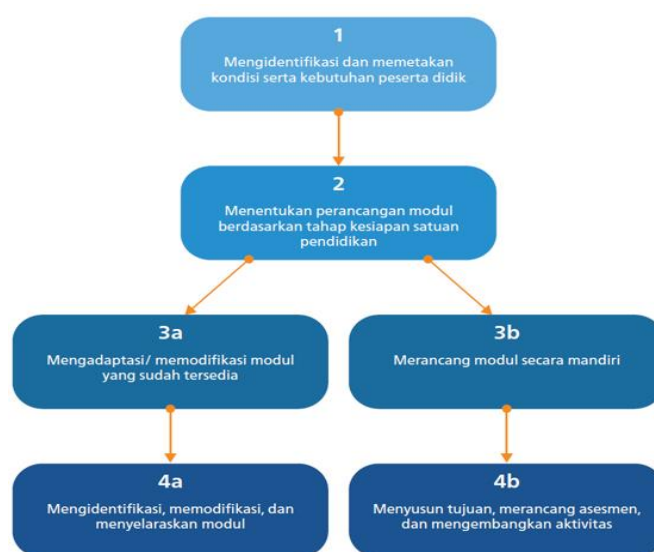


Figure 1. Research Design

C. RESULTS AND DISCUSSION

1. Implementation of the Project to Strengthen the Pancasila Profile in 15 Yogyakarta Junior High Schools

The Strengthening the Profile of Pancasila Students project is part of the Indonesian government's efforts to internalise the values of Pancasila in every student at all levels of education. One of the important themes of Project for Strengthening Pancasila Student Profil is “*Voice of Democracy*” which aims to instil democratic values in students, such as respect for differences of opinion, active participation in decision-making, and a deep understanding of rights and obligations as citizens (Depdiknas, 2021).

In its implementation, the “*Voice of Democracy*” theme focused on several key

aspects. Firstly, a conceptual understanding of democracy as a system of government that involves direct or indirect participation of the people through representatives. Students are invited to understand the history of the development of democracy, the basic principles of democracy such as popular sovereignty, freedom of expression, and respect for human rights. This understanding is important so that students can appreciate and apply democratic values in everyday life (Nugroho, 2018).

Secondly, the implementation of this theme aims to develop critical and analytical thinking skills in students. In teaching and learning activities, students are involved in discussions, debates, and simulations related to democratic issues. For example, students can be invited to discuss issues such as press freedom, voting rights, or public policies that have an impact on society. Through these activities, students learn to analyse different points of view, build strong arguments, and understand the importance of dialogue in resolving differences of opinion (Nugroho, 2018).

Thirdly, the “*Voice of Democracy*” theme also emphasises the importance of students' active participation in the democratic process, both in the school environment and in the community. One of the strategies that can be applied is through election simulations at school, where students can play the role of candidates, voters, and election officials. This experience not only provides a practical understanding of how the democratic process works, but also encourages students to appreciate the importance of participation in every stage of the process (Suhartono, 2017).

Fourth, in the context of strengthening the Pancasila Student Profile, this theme serves to instil Pancasila values related to democratic life, such as social justice and Indonesian unity. Students are invited to see how these values can be applied in the context of everyday life, both on a small scale such as the classroom and school environment, as well as on a wider scale in society. For example, students can be involved in activities that encourage cooperation and gotong royong, as a reflection of democratic values that value collective participation (Tilaar, 2018).

Fifth, assessment in the implementation of the “*Voice of Democracy*” theme is conducted through various methods, including process and outcome assessment. Process assessment can include students' active involvement in discussions and group activities, their ability to express their opinions, and their respect for differences. Meanwhile, outcome assessment can be done through portfolios, self-reflection, and project presentations, where students are asked to demonstrate their understanding of the concept of democracy and how they can apply it in real life (Tilaar, 2018).

In the implementation of Pancasila Student Profile Strengthening Project in Junior High School 15 Yogyakarta has adjusted to the guidebook which requires allocating time for Project for Strengthening Pancasila Student Profil activities in a year for Junior High School grade VII to grade VIII is 360 JP while for Junior High School grade IX is 320. In this case, at Junior High School 15 Yogyakarta has designed, collected and condensed the implementation of themes in one semester there are two themes which are divided into one month there is 1 week. Within this period of time all educators collaborate to teach the project of strengthening the profile of Pancasila students every day for the specified duration of time. On the theme “*Voice of Democracy*” the implementation of Project for

Strengthening Pancasila Student Profil in junior high school on 12 to 16 August 2024. The details and materials in the implementation of the project to strengthen the profile of Pancasila students are as follows:

Table 2. Implementation of Pancasila Student Profile Strengthening Project with the theme “Voice of Democracy” Junior High School 15 Yogyakarta

Day and Date	Material	Location	Description
Monday, 12 August 2024	Project orientation with the theme of democratic vote.	In class	Class VII and VIII
	Introduction to human rights and democracy.		(There is no class IX this month due to graduation preparation)
	Introduction to the history of democracy in Indonesia.		
Tuesday, 13 August 2024	Challenges to democracy in the digital age.	In class	
	The importance of democracy in the school environment.		
	The role of media in democracy.		
Wednesday, 14 August 2024	News writing tutorial.	In class	
Thursday, 15 August 2024	Exemplary Leader Material		
	Preparation of speeches and making props.		
Friday, 16 August 2024	Free Step and Oration.	Field	

2. The role of teachers at 15 Yogyakarta Junior High School in implementing the Project for Strengthening Pancasila Student Profil

The role of Yogyakarta State 15 Junior High School teachers in implementing the “Voice of Democracy” theme in the Project for Strengthening the Profile of Pancasila Students is very important and is a key element in forming students' character and abilities that are in line with Pancasila values. The “Voices of Democracy” theme focuses on developing students' understanding of democratic principles, such as freedom of expression, participation in decision making, and respect for human rights. In this context, the teacher's role is not only limited to conveying lesson material, but also includes character formation, developing civic competence, and creating a learning environment that is conducive to democratic practice. The following is a more detailed description of the role of Yogyakarta 15 Junior High School teachers in implementing theme Project for Strengthening Pancasila Student Profil “Voice of Democracy”.

a. The Role of Teachers as Project Planners

The role of teachers as project planners in the educational context, especially in the implementation of the Pancasila Student Profile Strengthening Project is very important to ensure that the activities designed are in line with the learning objectives and values to

be instilled in students (Junita et al., 2023). In planning, implementing and starting the Pancasila student profile project activities at Junior High School 15 Yogyakarta, Islamic education teachers collaborated with teachers in other subject areas to create a Pancasila student profile theme module. This collaboration allows teachers in other subject areas to collaborate and condition when the project is implemented in the field. In an interview conducted on July 29 2024, the Principal gave an in-depth explanation regarding the strategic role played by teachers in forming Pancasila student profiles. He underlined that a teacher does not only act as an educator, but also as a role model who must be able to reflect the values of faith and devotion to Allah, the spirit of mutual cooperation, independence, and global diversity. These values, according to him, are the basis for forming student character that is in line with the Pancasila student profile.

Furthermore, the principal also emphasized that collaboration between teachers was the key in compiling the module (Project for Strengthening Pancasila Student Profiles). This module is designed to integrate these values into daily learning activities. To ensure successful implementation, the school has formed a special team which is mandated to decide, determine and coordinate the Project for Strengthening Pancasila Student Profil design. Although all teachers are involved in this process, only a few are selected to become core members of the module development team, which plays a crucial role in designing and directing the program in schools.

b. The Role of Teachers as Facilitators

Teachers as facilitators play a crucial role in supporting students to carry out projects that suit their interests and preferences. In this role, teachers not only act as sources of information, but also as companions and guides who help students explore their ideas, design projects, and achieve meaningful end results. By offering a variety of learning methods, teachers provide flexibility that allows students to choose the approach that best suits their learning style. For example, a student who learns visually may prefer to use infographics or diagrams in their projects, while a student who learns kinesthetically may engage in more practical projects, such as model building or field experiments (Lisnawati et al., 2023). The teacher is part of the Project for Strengthening Pancasila Student Profil team at Junior High School 15 Yogyakarta in determining and deciding on themes that are agreed upon together with the Project for Strengthening Pancasila Student Profil team at Junior High School 15 Yogyakarta. By paying attention to student needs, situations and considering school conditions. In general, the theme of the voice of democracy and the material that has been agreed upon is Human Rights and Democracy. As a teacher, this material is taught to students from an Islamic perspective because Pancasila values are basically in line with religious values. In the Islamic view, human rights (HAM) and democracy complement each other and have similar principles (Asriani & Aptari, 2023).

Islam emphasizes the importance of respecting human dignity, justice and equality. Democratic principles such as deliberation (shura) and community participation are also recognized in Islam, with an emphasis on fair and responsible leadership. Overall, Islam supports human rights and democracy by emphasizing justice, equality, and active participation in government (Ulfah et al., 2023). The teachers at Junior High School 15

Yogyakarta apply Islamic principles practically in daily activities at school, including in the process of selecting class presidents. In this case, the teacher provides real examples to students about how to choose a leader according to an Islamic perspective. The teacher explains that in Islam, a leader must have qualities that reflect justice, responsibility, integrity, and the ability to protect and advance the welfare of the people (Na'im, 2022).

Just like a teacher at Junior High School 15 Yogyakarta, the importance of a gradual process in changing a student's character. He explained that the expected changes could not happen instantly. According to him, the transformation of a student's character into a person who is in line with the Pancasila Student character requires a long time and continuous assistance. Mrs. Siti also highlighted the role of teachers who are not only limited to teaching Pancasila values, but also act as role models who consistently embody these values in everyday life. By being a role model, teachers provide real examples to students of how these values are applied in various aspects of life. (Siti, 2024).

Based on the results of the interview above, it shows that changing student character towards the Pancasila Student profile is a process that cannot be achieved instantly, but requires a long time and continuous assistance. In this process, teachers have a very important role, not only as teachers of values, but also as role models who actively demonstrate the application of these values in everyday life. The presence of teachers as models of consistency and integrity is the main key in guiding students through the expected character transformation. As Abdul Malik Fadjar, an Islamic education figure in Indonesia, once stated that "character education is not only related to imparting knowledge, but also includes the process of internalizing the values exemplified by educators (Fadjar, 2005).

c. The Role of Teachers as Companions

Within the framework of the Pancasila Student Profile, the teacher's role as a companion is not only limited to supervision or technical assistance in implementing educational projects. Teachers play a very important role in developing students' potential as a whole and holistically. They act as facilitators who help students in the process of exploring, identifying and analyzing relevant problems, both in the social, cultural and environmental contexts around them. Teachers play a role in guiding students to understand problems from various perspectives, helping them explore the roots of problems, and facilitating deep thinking processes (Tilaar, 2019)

In addition, teachers play a role in directing students to formulate sustainable and realistic action plans, which not only solve problems in the short term but also have a positive impact in the long term. In this process, teachers encourage students to think critically, ask reflective questions, and develop innovative and creative solutions. Teachers also facilitate collaborative learning, where students are taught to work together in teams, respect differences of opinion, and achieve common goals through synergy and effective coordination (Marzano & Heflebower, 2011).

Therefore, the teacher's role is not only limited to a companion who monitors student development, but also as a mentor who provides guidance, inspiration and deep motivation. Teachers are role models in instilling Pancasila values, such as mutual cooperation, independence, integrity and diversity, which must be reflected in students'

character and competence. Through this role, teachers not only help students achieve academic success, but also shape them into individuals with strong character and ready to contribute positively to society (Zubaedi., 2018).

In the Pancasila Student Profile project, teachers apply the principles of student-centered learning with the theme of the voice of democracy. This approach is designed to encourage students to become more active, creative and critical. This method not only increases student participation in the learning process, but also equips them with critical and creative thinking skills. In addition, students are also taught about the importance of their role in the school community, and are encouraged to participate in decision making through opportunities to express opinions (Al-Attas, 1980).

A teacher at Junior High School 15 Yogyakarta explained how the application of student-centered learning principles with the theme of democratic voices in the Pancasila Student Profile project had had a very positive impact. He described the significant changes that occurred in the classroom, where students became more courageous in expressing their opinions and actively participating in discussions. The teacher observed that students were no longer learning passively; instead, they engage in critical and creative thinking processes. This approach has changed the dynamics of learning, encouraging students to take an active role in their education, and helping them develop the ability to think independently and expressively (Ahmad, 2024).

d. The Role of Teachers as Supervisors and Consultants

In implementing the project to strengthen the Pancasila Student Profile, teachers act as supervisors and consultants who are responsible for supervising and guiding students in achieving project goals. They have the task of providing continuous suggestions and input, as well as carrying out comprehensive assessments of student performance throughout the project. In addition, teachers also play a role in motivating students to develop critical and creative thinking skills, as well as ensuring that each student receives adequate support to achieve success in the project (Komala et al., 2023).

In implementing the Pancasila Student Profile project at Junior High School 15 Yogyakarta, a teachers play a central role as supervisors and mentors, ensuring that every step of the activity runs in accordance with the educational goals that have been set. From the first day to the last day, teachers were actively involved in supervising and facilitating the implementation of various activities, including “Steps to Merdeka” and “Orations”, which were an integral part of the theme “Voice of Democracy” (Syamsuddin, 2017).

A teacher at Junior High School 15 Yogyakarta highlighted the crucial role they play in supervising and guiding students during oration activities. Their responsibilities extend beyond the technical aspects of implementing activities; They also participate in ensuring that Islamic values are deeply integrated into every oration delivered by students. Not only that, one of their main focuses is to instill sincere intentions in students' hearts when

delivering orations. He encouraged students to use simple and easy to understand language, so that the message conveyed could be received clearly by the audience. In addition, he instructed students to always quote relevant verses from the Koran and hadith as a basis for their arguments, ensuring that their orations were not only meaningful in terms of content, but also strong from a spiritual and religious perspective. In this way, he strives to ensure that Islamic values can be conveyed effectively and have a positive impact on the formation of students' character (Ahmad, 2024).

3. Barriers to Implementing the Concept of the Pancasila Learner Profile

Implementing the Pancasila Student Profile concept in schools faces various obstacles and obstacles that can reduce the effectiveness of the program. One of the main obstacles is limited resources, including inadequate physical facilities, such as small classrooms and a lack of interactive learning tools needed to support creative and innovative activities. In addition, limited time for the learning process often hinders the integration of Project for Strengthening Pancasila Student Profiles activities into the established curriculum. Many students also experience variations in understanding of Pancasila values; some of them have not fully internalized these principles, so they are less able to apply them in everyday life. On the other hand, parental involvement is also an important factor; The lack of parental participation in supporting activities related to Project for Strengthening Pancasila Student Profiles can reduce the positive impact of learning at school (Zuhdi, 2018).

A teacher at Junior High School 15 Yogyakarta revealed the significant challenges faced by the school related to limited resources. He explained that physical facilities, such as relatively small classrooms, are often inadequate to support the implementation of Project for Strengthening Pancasila Student Profiles which require larger spaces for creative and innovative activities. The teacher also highlighted the lack of interactive learning tools that are very necessary to increase the attractiveness and effectiveness of the learning process. According to him, these limitations are an obstacle in optimizing learning designed to form a Pancasila student profile, so more efforts are needed to overcome these obstacles and provide more adequate resources for all students.

The implementation of the Pancasila Student Profile concept in 15 Yogyakarta junior high schools experienced various obstacles, with limited resources being one of the main problems. Inadequate physical facilities, such as small classrooms and a lack of interactive learning devices, hinder creative and innovative activities that are much needed in the learning process. This limitation has an impact on the quality of learning and reduces the effectiveness of implementing Project for Strengthening Pancasila Student Profiles, which

aims to shape the character and values of Pancasila in students. Therefore, there needs to be real attention and action from schools and the government to improve educational infrastructure so that the Project for Strengthening Pancasila Student Profiles program can run optimally. As Ahmad Syafii Maarif. He stated that “Quality education does not only depend on the curriculum and teaching, but is also greatly influenced by the physical condition of the learning space and the availability of adequate learning tools” (Maarif, 2011).

D. CONCLUSION

Character education that is integrated with Pancasila values and Islamic teachings is an important focus in the education system in Indonesia, especially in the context of the Strengthening Pancasila Student Profile program which is implemented at Junior High School 15 Yogyakarta. The implementation of the Merdeka Belajar curriculum and the Project for Strengthening Pancasila Student Profiles aims to form students who are not only academically intelligent, but also have strong character in accordance with the values of Pancasila. The role of teachers is very important in this process, especially in integrating Pancasila values with Islamic principles and facing challenges in implementing the program. This research aims to analyze and understand the teaching strategies used by teachers in aligning Pancasila values with Islamic teachings, as well as identifying challenges and solutions applied to form student characters that balance national and Islamic values. It is hoped that the results of this research can provide an effective approach in supporting the formation of holistic student character.

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