

**PROJECT-BASED LEARNING IN SCIENCE-SOCIAL EDUCATION AS
AN EFFORT TO IMPLEMENT PANCASILA STUDENT PROFILES IN
SD MPK BAYAT**

Raliatifah Hani Sagita¹, Putri Zudhah Ferryka², Isna Rahmawati³

Primary School Teacher Education, Faculty of Teacher Training and Education,
University of Widya Dharma Klaten
Klaten-Indonesia
hanisagita42@gmail.com

Article Info	Abstract
<p>Article History:</p> <p>Accepted September 2023</p> <p>Revised Agustus 2023</p> <p>Approved Juni 2023</p>	<p>This research was carried out to implement the Pancasila Student Profiles through project-based learning in science learning and analyze students' abilities in interpreting the Pancasila Student Profiles at MPK Bayat Elementary School, one of the Sekolah Penggerak. This elementary school was established in 2007 as the youngest among the 3 Sekolah Penggerak in the Bayat District. It has 176 boys and 157 girls, organized into 14 study groups. This fact is a challenge in creating students with characters based on Pancasila. The research method is qualitative, where the primary data source is 4th grade students and teachers, and the secondary data source is in the form of publications or journals according to the research theme. The process of collecting data uses observation, interviews and documentation. Once the data is complete, it is reduced, presented and tested. This research found that the application of the Pancasila Student Profiles was carried out through the "Marketday" class project from the Science subject about "economic activities". In practice, it prioritizes the roles of producers, distributors, and consumers. The application of the Pancasila Student Profiles can be followed by students well, orderly, actively and able to express opinions well. Students are also able to work on projects optimally. Even though in implementation, there are obstacles in the form of student' lack of attention in the learning process, these obstacles can still be overcome, and during learning activities, students show character according to the Pancasila Student Profiles.</p> <p>Keywords: Pancasila Student Profiles; Science-Social, PjBL</p>

A. Introduction

The Graduate Competency Standards are formulated to achieve basic education goals, establishing the basic education curriculum structure (Saabighoot & Rumanta, 2022). The curriculum is a critical factor in determining the quality of human resources and a nation's civilization because it serves as an instrument for improving the quality of education and is also the heart of the educational process (Munandar, 2017)

Indonesia has experienced curriculum changes 10 times since 1947 (Angga & Iskandar, 2022) Of course, these curriculum changes are based on needs and comply with global developments. The latest curriculum in Indonesia is the "Kurikulum Merdeka," or Freedom Curriculum, which responds to the challenges after COVID-19 hit Indonesia.

The Freedom Curriculum allows students to develop their potential, allows teachers to develop and create teaching materials, and allows schools to implement the curriculum while adapting to current demands (Rahayu et al., 2022). In this regard, the Freedom Curriculum begins with the "Sekolah Penggerak" agenda, which is a manifestation of the vision of an advanced, independent, and character-based Indonesian education, leading to the creation of students with Pancasila values (Kementrian Pendidikan Kebudayaan, 2021).

Sekolah Penggerak will be competency-oriented (literacy and numeracy) and character-oriented to improve the students' holistic learning outcomes. Literacy itself has a broad meaning, where literacy encompasses skills in reading and writing and the ability to use literacy components such as knowledge, language, and culture (Disne et al., 2022).

Students' literacy and numeracy skills can be developed through integrated learning, such as science and social studies. Integrating science and social studies education is called "IPAS", or Science and Social Studies. Character development can be achieved through the Pancasila Student Profiles program (Tarsini & Ningsih, 2021). Integrating science and social studies education will produce individuals with advanced critical thinking skills in nation-building and governance.

The Pancasila Student Profiles is a translation of Article 3 of Law No. 20 of 2003 concerning the Functions and Objectives of National Education (Kementrian Pendidikan Kebudayaan, 2021) It is also a continuation of the character-strengthening program. The creation of the Pancasila Student Profiles serves as a benchmark for the success of National Education. Thus, every Indonesian student is competent, has good character, and behaves following Pancasila values in their learning and social interactions (Irawati et al., 2022). The Pancasila Student Profiles is an effort to balance the moral crisis and align interests with technology as science and technology develop (Kahfi, 2022; Irawati et al., 2022).

SD MPK Bayat is a private elementary school established in 2007, making it the youngest among the 3 elementary schools also part of the “Sekolah Penggerak” program. SD MPK Bayat has a relatively large number of students, with 176 males and 157 females distributed across 14 classes. This fact challenges encouraging students with solid personalities and characters aligned with Pancasila values.

This research is conducted to analyze the implementation of the Pancasila Student Profiles in Project-based Learning of IPAS (integrated science and social studies) learning and to assess the student’s ability to understand and represent the Pancasila Student Profiles at SD MPK Bayat in the Bayat Sub-district of Klaten Regency.

B. Research Methodology

The method used in this research is qualitative research. The data collection technique uses qualitative descriptive data, documentation, and field notes from the statements and actions of the respondents. Qualitative descriptive data analysis involves examining, illustrating, and describing all the data obtained during field activities. Documentation is obtained from field notes based on the statements and actions of the respondents gathered through interviews and observations (Sugiyono, 2021).

The research was conducted at SD MPK Bayat in the Bayat Subdistrict of Klaten Regency. The data sources used in this study are the subjects from whom data were obtained (Sugiyono, 2021). These data sources consist of two types:

primary data sources, including the students and teachers of 4th grade at SD MPK Bayat, and secondary data sources, such as publications or journals related to the research theme. All the data collected are related to implementing the Pancasila Student Profiles at SD MPK Bayat.

The data were collected through observation, interviews, and documentation. Observation involved unstructured observations regarding implementing the Pancasila Student Profiles in PjBL-based IPAS (integrated science and social studies) learning of 4th grade students, where the researcher's role was not to participate as a subject directly but to observe the process.

Interviews were conducted with 4th grade teachers. The interview method used employed two guidelines: structured interviews and unstructured interviews. Structured interviews were used when the researcher knew the information that would be obtained precisely during data collection. In contrast, unstructured interviews did not use interview guidelines to gather information. The completeness of observation and interview data was obtained through documentation activities, which involved taking notes, photographs, and recording events in written, visual, or artistic form.

Subsequently, data analysis was based on Sugiyono's method (Sugiyono, 2021). First, data were collected through interviews, observations, and documentation. Before conducting interviews, the process began with creating interview guidelines for structured questions. Data reduction involved the researcher selecting, simplifying, abstracting, and transforming essential raw data from field notes or capturing critical points as per the desired data. Data presentation followed data reduction, with the researcher summarizing and narratively presenting the data. Finally, data validation involves the researcher concluding the data or evidence obtained to manage the research questions.

C. Results and Discussion

Implementing the Pancasila Student Profiles places a greater emphasis on future learning. It is not just about theory or learning and finishing, but it is about what can be applied to everyday life in the long term and becoming a lifelong

learner. Lifelong learning is defined as being a learner who is never tired and never stops seeking knowledge, always pursuing knowledge whenever and wherever they are. A character-based learner behaves according to Pancasila values and thus has an identity as a Pancasila Student Profile.

According to (Suprayitno, 2020), learners based on the Pancasila Student Profiles become strong individuals as Indonesians, caring for their homeland, capable, and confident in helping manage global issues. It can be achieved by implementing the Pancasila Student Profile through intracurricular and cocurricular learning.

Intracurricular learning activities are conducted through differentiated subjects by integrating science and social studies into IPAS (integrated science and social studies) learning. In IPAS, the content resembles the natural environment and the students' surroundings, as Ani Rusilowati and Juhadi mentioned in (Susilo, 2022). Various online platforms can enhance the learning process to support science learning, as discussed by (Kurniasih et al., 2022).

Cocurricular learning is implemented by applying the Pancasila Student Profiles Strengthening Project, commonly known as P5. The P5 program encompasses 7 themes: Sustainable Lifestyle, Local Wisdom, the Unity in Diversity (Bhinneka Tunggal Ika), Building the Mind and Body, Democracy's Voice, Engineering and Technology, and Entrepreneurship and Employment.

The implementation of P5 is continuously conducted with a minimum of two themes in one academic year, with a schedule of every other Saturday. P5 activities at SD MPK Bayat include the Sustainable Lifestyle theme with the Eco-Print project, which involves processing inorganic waste into tables and chairs. Another theme is Local Wisdom, implemented through the Dawet-making project. This profile is designed with a straightforward concept for both preparation and execution. The presence of cocurricular learning does not disrupt the intracurricular learning. Instead, it stimulates schools to carry out projects related to national educational objectives that can be integrated into daily activities (Solehudin et al., 2022).

The subject of the Indonesian Language is involved in intracurricular

learning through a class project to create a simple dictionary of word meanings as one of the applications of the Pancasila Student Profiles. From the IPAS subject, there is the Market Day activity related to the Economic Activities topic, emphasizing human actions or behaviors to meet human needs, focusing on economic terms such as production, distribution, and consumers.

This activity is conducted in three meetings: the first meeting involves discussing the economic activities using the ESPS IPAS Volume 2 book, assisted by the use of a projector and other supportive technologies; the second meeting involves group formation and project planning; and the third meeting includes the execution of the project. Here are the stages of the Pancasila Student Profile implementation process.

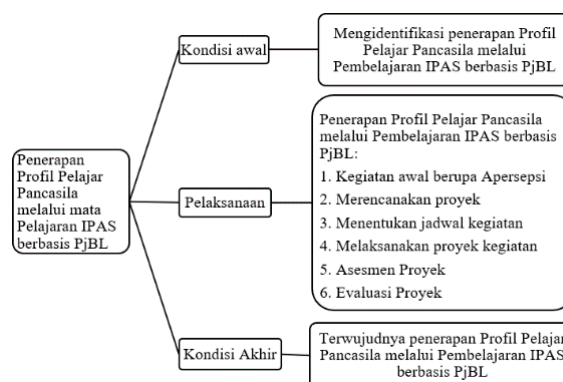


Figure 1. The Process of Pancasila Student Profiles Implementation

The picture depicts the process of implementing the Pancasila Student Profiles, where this implementation process is under the guidance of the teacher. Thus, teachers can provide instruction encouraging students to express their creativity, enhance learning outcomes, and make it enjoyable (Surya et al., 2018). Through PjBL-based IPAS (integrated science and social studies) learning, teachers can facilitate diverse student learning (Dewi, 2022), making learning more meaningful.

Whether individually or in groups, project implementation can sharpen students' creative thinking skills and engage them in problem-solving activities (Fadhilah et al., 2023). Implementing the "Market Day" project, which involves a food bazaar, allows 4th grade students the freedom to decide and create products to

sell. Each student is assigned a role, including producers, distributors, and consumers.

Students collaborate and directly communicate with buyers, which include other students, teachers, and parents. After the activity concludes, teachers evaluate students' roles during the preparation and execution stages. This project-based learning enables students to delve into problems and weighty, tangible, and relevant questions, supporting active student learning (Uma, 2022).

It can improve students' motivation to learn, communication skills, academic abilities, cooperative and collaborative learning skills, creativity in problem-solving, management skills, and creating an enjoyable learning environment, ultimately improving their academic achievements (Purnomo & Ilyas, 2019). With project-based learning, students can work together, engage in discussions, create projects, and make presentations (Susetyadi & Utami, 2023).

The character values that students should achieve can be maximized by understanding and implementing them in their everyday lives (Widayanto, 2023). Below is a diagram of the six dimensions of the Pancasila Student Profiles.



Figure 2. The Pancasila Student Profiles Dimensions

Sumber: [Pusat Penguatan Karakter – Laman Resmi Pusat Penguatan Karakter \(kemdikbud.go.id\)](http://pusatpenguatan.kemdikbud.go.id)

From these six dimensions, it can be observed from the initial learning activities to the evaluation activities. The Pancasila Student Profiles dimensions must be viewed as an inseparable unity. This profile will become meaningless if one dimension is removed (Badan Standar, 2022). Therefore, by implementing the Pancasila Student Profiles, we can contribute to acknowledging the nation's aspirations. Below is a chart illustrating the implementation of the Pancasila

Student Profiles:

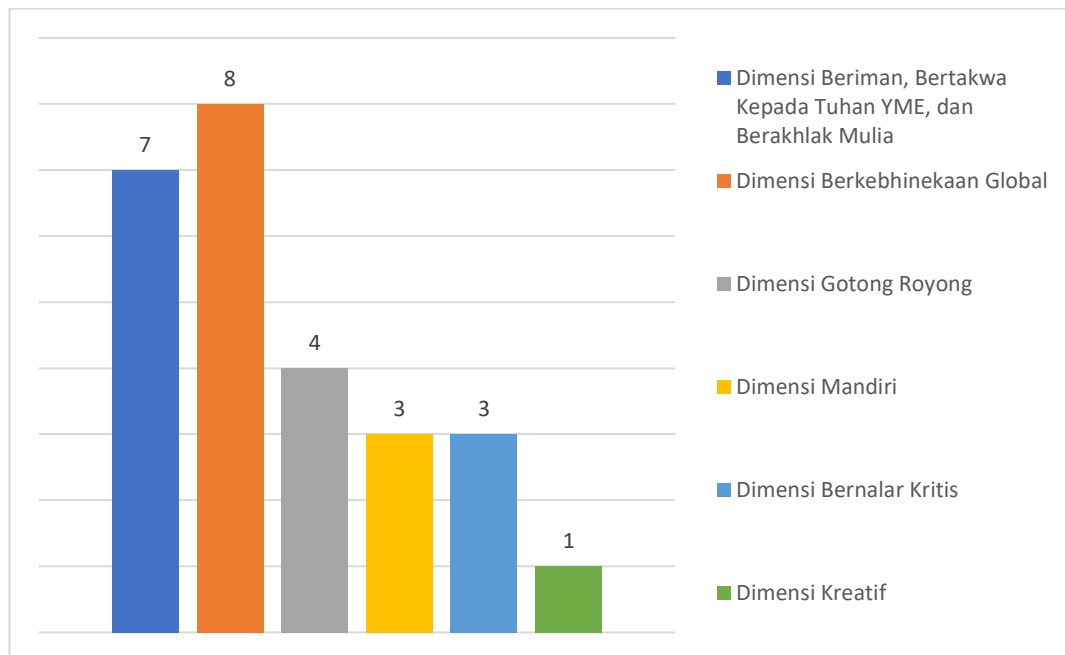


Figure 3. The Elements of Pancasila Student Profiles

The graph above provides an overview of the achievements of each element of the Pancasila Student Profiles. From the graph, the elements of Global Diversity and Mutual Cooperation are more prominent. Implementing the Pancasila Student Profiles through PjBL-based IPAS (integrated science and social studies) learning begins with a prayer as a manifestation of the dimensions of Faith, Devotion to God Almighty, and Noble Character. Then, asking questions before the lesson or discussing the material represents the dimension of critical thinking. The realization of the dimension of Independence is demonstrated through the students' freedom to seek material, recognizing that the materials they acquire may differ, thus fostering an appreciation for diversity as an expression of the Global Diversity dimension. Subsequently, students are given group projects representing the dimension of cooperation, and their work reflects their creativity.

It aligns with what was stated by the Minister of Education (Nadim, 2020), that among the six dimensions of the Pancasila Student Profiles that have been implemented, Indonesian students understand the presence of God by consistently following His commands and avoiding His prohibitions based on their respective

teachings and beliefs. They have a clear national identity, are responsible and independent, and can work voluntarily with anyone to achieve common goals.

The cultivation of the Pancasila Student Profiles through IPAS learning is also carried out by (Uktolseja et al., 2022) through a cooking class activity. This activity begins with designing a project, setting learning objectives, and preparing the tools and ingredients for making ice cream. Here is the identification of each dimension as described by (Uktolseja et al., 2022) the dimension of Faith, Devotion to God Almighty, and Noble Character emphasizes that students be thankful for the blessing of food; the dimension of Global Diversity is evident in the cognitive aspect, where students practice counting, weighing, measuring, and calculating; the dimension of Mutual Cooperation can be emphasized through group collaboration activities; the dimension of Independence can be seen when students prepare the tools and ingredients for making ice cream; the activity of selling ice cream, calculating sales, and developing students' critical thinking skills represents the Independent dimension; the dimension of creativity is evident in the students' innovative approach to making ice cream. This approach integrates various dimensions of the Pancasila Student Profiles into the cooking class activity, providing a holistic learning experience for students.

Identification of each dimension of the Pancasila Student Profile according to (Amalia & Alfiansyah, 2022): : the dimension of Faith, Devotion, and Noble Character, through PjBL-based learning activities, students can reflect obedient behavior, appreciate and understand information from various perspectives, and be more open-minded, thus fostering the global diversity dimension within students. The dimension of Mutual Cooperation is often accomplished through forming small groups within a class, allowing students to collaborate and assist one another. The dimension of Independence can be observed when students work on project tasks independently. The dimension of Critical Thinking can be recognized by allowing students to decide what projects they will undertake. The dimension of creativity is a student who can vary and create something original, meaningful, beneficial, and has a positive impact on solving various problems for themselves and their environment.

When implementing the Pancasila Student Profiles, there are some challenges, such as at the level of student independence, where students need to be encouraged to question and explore daily. If there are students whose abilities still need to grow, they should be provided with additional support. Less active students should be consistently motivated because they have different abilities and may require different approaches to handle them. Therefore, there is an effort to ask questions to teachers and other students.

Several challenges are also mentioned by (Uktolseja et al., 2022), , including 1)the learning model that is still not student-centered yet, 2)the age factor of teachers, and 3)the large number of students in one class, making it challenging to facilitate all students effectively.

Anyone can experience these challenges; therefore, various strategies are needed to implement a program into teaching to create more effective learning and minimize obstacles. This way, learning can be more meaningful.

Although only some things go perfectly in practice, some students follow instructions attentively, listen well, and communicate effectively, while others may sometimes show less attention to the teacher's instructions. However, overall, students can participate in learning activities, complete assigned projects well, demonstrate creativity, generate many ideas for product sales, become more independent, and work effectively in group activities, strengthening their character. Throughout the learning process, students exhibit the characteristics of the Pancasila Student Profile, which can be observed from the first learning session to the evaluation.

The evaluation here is related to the students' attitudes during the activities, from preparation to the evaluation itself. The evaluation involves assessing students' understanding and their level of preparation. There are two types of assessment: summative assessment, which involves solving problems in the textbook, and evaluating students' activities during the Market Day project.

Based on observations conducted by (Uktolseja et al., 2022), students show a high level of participation, as evidenced by their enthusiasm and active role during the cooking class activities.

D. Conclusion

Implementing the Pancasila Student Profiles through classroom projects with IPAS (integrated science and social studies) learning material based on the topic of “Economic Activities,” with the project titled “Market Day.” This classroom project is conducted continuously and consists of three meetings. The first meeting involves discussing the material related to economic activities. The second meeting includes group formation and project planning. The third meeting involves the execution of “Market Day,” which is a food bazaar where each group sells products. Students collaborate and directly communicate with buyers.

Students become the focal point of this project activity, although only some things go perfectly during its execution. Sometimes, students follow instructions in an orderly, listen attentively, and communicate effectively. At other times, some students may need to be more attentive. However, overall, students actively engage in the learning process, complete their assigned projects to the best of their abilities, and exhibit the characteristics of the Pancasila Student Profiles throughout the learning activities. These characteristics can be observed from the first meeting of the learning session until the evaluation.

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