

## Optimization Of Character Education Through The Project Strengthening Of Profile Pancasila Students At Senior High School Bekasi

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**Abstract** Program for International Students Assessment (PISA) 2018, Indonesia is in the fifth highest position out of 78 countries as the country with the most students experiencing bullying with 41.1% of students claiming to have experienced bullying far above the average for member countries of the Organization of Economic Co-Operation and Development (OECD), which is only 22.7%. Based on this data, the Ministry of Education and Culture has prioritized strengthening character as discussed in the Strategic Plan for the Center for Strengthening Character (Rensra Puspera) (Kemendikbudristek, 2022) for a project to strengthen the profile of Pancasila students with project-based co-curricular activities designed to strengthen efforts to achieve appropriate competency and character. with a Pancasila student profile. The objects in this research were school principals and teachers as well as students using interview techniques. The research method uses a qualitative descriptive approach. The results of the research conducted at SMA Pengkerja Bekasi were 1) understanding P5 by participating in the school mobilization program; 2) the school principal as the policy holder holds IHT or meetings for teachers regarding strengthening P5 so that they can build an educational unit culture that supports the implementation of P5; 3) Designing P5 by forming a team of facilitators, arranging the time allocation for implementing P5 using a block system, determining the objectives of each theme written in the project module; 4) Manage P5 by involving parents and external partners; 5) Assessment by compiling a report card P5.

**Keywords** Optimization; Character Education; Pancasila Student Profile

### INTRODUCTION

In 2045 Indonesia will be 100 years old or a century of independence with the Indonesian Vision 2045. Of course it is necessary to prepare a quality next generation. 2018 Program for International Students Assessment (PISA) research data shows that 41.1% in Indonesia have experienced bullying, this figure is far above the average for member countries of the Organization of Economic Co-Operation and Development (OECD) which is only 22.7 %. Indonesia is in the fifth highest position out of 78 countries as the country where the most students experience bullying (PISA, 2019). As time goes by, there are major problems and challenges that arise in society, namely the decline in the level of trust in Pancasila, intolerance, violence against children and women, bullying, pornography, drug abuse, characteristics of the Z and Alpha generations, Indonesia's demographic bonus, and also technological disruption. Several issues have become priority issues for strengthening character which are discussed in the Strategic Plan for the Center for Strengthening Character (Rensra Puspera) (Kemendikbudristek, 2022). Based on data from the Student Character Index in West Java province, the character of religiousness is 74.85%, Nationalism 74.33%, Independence 57.56%, Cooperation 64.82%, Integrity 71.84%. So the character of independence and mutual cooperation is still far below other character categories.

Meanwhile, character education is absolutely necessary for the survival of the nation and state for the Indonesian people.

Pancasila character education is the operational curriculum of the educational unit. The independent curriculum policy answers the challenges of the 21st century, students must have four basic competencies needed today, namely Critical Thinking and problem solving, Creativity and Innovation, Collaboration and Communication. This is also in line with the industrial era 5.0 which also focuses on personalization. On that basis, character education in the school curriculum aims to produce students who are able to wisely and critically respond to various kinds of technological developments. The independent curriculum was launched in 2022 and as many as 11,222 high schools have implemented the Merdeka Curriculum in the last year. The good impact of this Merdeka curriculum has made the government strive for all schools in Indonesia to implement the Merdeka curriculum. The Merdeka Curriculum in 2024 will be implemented nationally. The Merdeka curriculum is different from the previous curriculum, this curriculum prioritizes learning that develops soft skills and character, namely by implementing the Pancasila Student Profile Strengthening Project (P5), focus on essential material, and flexible learning. In developing soft skills and character, the Pancasila Student Profile is a form of translation of national education goals. The Pancasila student profile acts as the main reference that directs educational policies, including being a reference for educators in building the character and competence of students. The project to strengthen the Pancasila student profile is cross-disciplinary learning in observing and thinking about solutions to problems in the surrounding environment to strengthen various competencies in the Pancasila Student Profile. Based on the Ministry of Education and Culture No.56/M/2022, the project to strengthen the profile of Pancasila students is a project-based co-curricular activity designed to strengthen efforts to achieve competency and character in accordance with the profile of Pancasila students. Penggerak schools are a Ministry of Education and Culture program in order to improve the quality of education as stated in Ministerial Decree No. 162 of 2021 as the legal basis for implementing the Penggerak school program. Penggerak schools are schools that focus on developing student learning outcomes holistically by realizing the Pancasila Student Profile which includes competencies and character starting with superior human resources, namely School Principals and Teachers.

## **METHOD**

The series of research was carried out using qualitative descriptive methods with the selection of research subjects, namely; BSKAP staff, Dikpendas staff, Principals, Deputy Principals, educators (teachers), education staff, students, and representatives of students' parents. All information in the research was obtained through data collection techniques carried out naturally by conducting interviews with informants. Then, during the research, direct observations were made at schools and classes and paying attention to the behavior of the stakeholders involved. The documentation study is also secondary data which is related to the implementation of the project to strengthen the profile of Pancasila students at the Bekasi Penggerak Senior High School.

## **RESULTS AND DISCUSSION**

Character literally comes from Latin, namely *Charakter*, which means character, character, mental qualities, manners, personality or morals. Another definition that describes character as a basic trait, personality, behavior or patterned behavior and habits. Education is a planned effort to develop the various potentials that each individual has. (Anshori, 2021) explains that education in the current context is an effort to develop, encourage and invite humans to become more advanced humans based on high values and a noble life in order to form perfect thoughts, feelings and actions in the human person. Education is a series of processes that include teaching and learning in accordance with established standards by transferring knowledge from one person to another (Siagian, 2005). So, character education is an effort to encourage and invite other people to instill noble qualities in accordance with religious teachings, so that they can work together with other people, in the surrounding environment, respect the elderly, and so on.

Lickona emphasizes character education on the importance of three interrelated components of character, namely moral knowing or knowledge about morals, moral feeling or feelings about morals, and moral action or moral actions. Character education has a higher meaning than moral education, because it is not just about working out what is right and what is wrong, more than that, character education instills habits (habituation) about good things so that students or students come to understand (cognitive domain) about what is right and wrong, able to feel (affective domain) good values and willing to do it (psychomotor domain).

Thus, the aim of character education is to develop students' emotional or affective potential as humans and citizens who have national character values, develop students' behavior and habits that are commendable and in line with universal goodness and religious national culture, instill a spirit of leadership. and responsibility to the nation, creative and national-minded, the last is to

develop schools that are safe, honest, full of creativity and responsibility to the nation (Hasan, 2010). Therefore, to facilitate the strengthening and development of certain values so that they are manifested in the form of children's behavior, both while still at school and after graduating from school.

The Pancasila Student Profile is an ideal profile of student character in Indonesia that must be realized by all parties. The Pancasila student profile is the character and abilities that are built in everyday life and brought to life in each individual student through educational unit culture, intracurricular learning, projects to strengthen the Pancasila student profile, and extracurriculars (Rizky Satria, 2022). The Pancasila student profile consists of six dimensions, namely faith, devotion to God Almighty and noble character, independence, mutual cooperation, global diversity, critical reasoning and creativity. The six dimensions of the Pancasila student profile need to be seen as a whole as one unit so that each individual can become a lifelong student who is competent, has character and behaves in accordance with Pancasila values. The vision of Indonesian education is to create an advanced Indonesia that is sovereign, independent and has personality through the creation of Pancasila Students. Indonesian students are lifelong learners who are competent, have character and behave in accordance with Pancasila values, with the dimensions of each element of the Pancasila Student Profile Strengthening Project (P5). There are dimensions, elements and subelements of the Pancasila student profile. Where this dimension shows that the Pancasila student profile does not only focus on cognitive abilities, but also attitudes and behavior in accordance with their identity as Indonesians and citizens of the world; a) The dimension of faith, devotion to God Almighty, and noble character. , b) Global Diversity Dimension, c) Mutual Cooperation Dimension, d) Independent Dimension, e) Critical Reasoning Dimension, and f) Creative Dimension. There are six stages to starting a profile project, namely understanding P5, preparing the school ecosystem, designing P5, managing P5, documenting and attaching the results of P5, and finally, evaluating and following up on P5.

### **1. Understand the Project for Strengthening the Pancasila Student Profile**

The principle in P5 is holistic or holistic, so policy makers, teachers, society and the realities of life must be in harmony and cannot provide knowledge separately. The second principle is contextual, namely meaningful learning which comes from real experience, the third principle is student-centered. This third principle will encourage students to be active and independent, including the students themselves who will choose project topics according to their interests, while the teacher becomes a facilitator for the students. The next principle is explorative which is related to students' enthusiasm for looking for something they want because this project has a wide exploration area, not only in terms of subjects but time

allocation also needs to be considered.

## **2. Preparing the school ecosystem**

In carrying out a project, returning to the initial step, namely understanding P5, of course all those involved must understand the project, therefore the school principal and the entire educational unit environment must work together for the success of the project to strengthen the profile of Pancasila students. Building a culture that can support is by being open-minded, happy to learn new things and collaborative so that a culture of mutual support can be created. By understanding each task and function, this project can run well.

## **3. Design P5**

The first P5 design is to form a P5 Facilitator Team, identify the level of school readiness, design the dimensions, themes and time allocation of P5, develop a project model, design a strategy for reporting project results so that it can achieve the main goal, namely forming the character of students who are Pancasila-minded.

## **4. Managing P5**

## **5. Document and attach the results of P5**

## **6. Evaluation and follow-up P5**

## **CONCLUSION**

The Pancasila student profile consists of six dimensions, namely faith, devotion to God Almighty and noble character, independence, mutual cooperation, global diversity, critical reasoning and creativity. The six dimensions of the Pancasila student profile need to be seen as a whole as one unit so that each individual can become a lifelong student who is competent, has character and behaves in accordance with Pancasila values. There are dimensions, elements and subelements of the Pancasila student profile. Where this dimension shows that the Pancasila student profile does not only focus on cognitive abilities, but also attitudes and behavior in accordance with their identity as Indonesians and citizens of the world; a) The dimension of faith, devotion to God Almighty, and noble character. , b) Global Diversity Dimension, c) Mutual Cooperation Dimension, d) Independent Dimension, e) Critical Reasoning Dimension, and f) Creative Dimension. There are six stages to starting a profile project, namely understanding P5, preparing the school ecosystem, designing P5, managing P5, documenting and attaching the results of P5, and finally, evaluating and following up on P5.

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